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SHAKERITE
SHAKER HEIGHTS HIGH SCHOOL • 15911 ALDERSYDE DRIVE • SHAKER HEIGHTS, OHIO 44120

RESPECT plan may lead to new cafeteria choices

BY NATE AUERBACH
Staff Reporter

EAT 'EM UP. Junior Ayana Hill contemplates Fit Fries, one of many dietary improvement strategies. *Shakerite Photo by Becca Wujek*

A question haunts the halls of Shaker: Are the Fit Fries really fit?

In response to concerns that students' school diets are nutritionally deficient, faculty, support staff and members of the community have combined to make up the RESPECT committee,(responsibility, empathy, self-esteem, principles, ethics, courtesy and trust). The members have shared concerns about nutrition in the school and plan to improve knowledge and awareness about diet by expanding choices available in the cafeteria and vending machines.

"I find it a little frightening to see what people eat," said Allan Slawson, math teacher, tennis coach and member of RESPECT. "My concerns are two things: what we sell in our vending machines and the food that is sold in the cafeteria."

Results of a 1995 survey of the food selection at the high school took faculty by surprise. The survey found that the daily cafeteria cuisine contained 85 percent more sodium per serving than is suggested, as well as 50 percent too much saturated fat and 25 percent excess total fat. Also, 35 percent of the school population arrived in the morning with empty stomachs, causing the reliance on a wide variety of candy, chips and soda found in the vending machines.

The first step to improvement of the high school's diet was the bagel sale, started by Slawson during the 1996-97 school year. He realized there was a "lack of understanding of the connection of nutrition and performance." Recently, the cafeteria changed its french frys to Fit Fries, which are coated with an enzyme that prevents the absorption of excess fat. Also, the nutrition facts will be posted around the school. The RESPECT committee has developed several additional proposals to improve the nutritional balance at school.

The committee has presented 10 requests to Carlton Moody, executive director of business and personnel . There are presently two more actions that RESPECT will take before improvements can occur. First, they'll meet with student council in order to include students, who will be affected by any changes. Second, they plan on asking neighboring schools about options offerd to students in hopes of finding healthier choices for Shaker.

Members of the committee, including Siebert, Slawson, Peter Springstubb and tutor Bill Mau, emphasized that learning to maintain a healthy diet is crucial. "Sound nutrition is a lifelong habit which should be a part of everyone's education," Siebert said.

Ninth grade failure rate tops state average by seven points

BY KAREN JENKS AND MEGHAN DUBYAK
Staff Reporter

According to the Ohio Department of Education, Shaker freshmen fail the ninth grade at more than one and a half times the state average, and a district policy that favors social promotion until high school may be the cause.

Education Management Information System (EMIS) statistics report that in 1997, 10.7 percent of Ohio ninth graders failed their first year of high school. EMIS places Shaker's 1997 freshman failure rate at 17.6 percent. In grades one through eight, Shaker's failure rate was essentially zero.

The numbers underscore the philosophical difference between the high school and other Shaker schools. Students fail when they lack enough academic credits to proceed to the next grade. Students are retained when their social or developmental progress is not sufficient to advance. In Shaker, students are retained if necessary in the elementary and middle school grades. However, once students enter high school, failure becomes an option.

"We don't apply the same standards to the middle school because we're just talking about children," middle school Principal Neil Glazer said. "The students are only retained if we think another year will make them a more effective learner."

At the middle school, parents, students and counselors are consulted before a student is even considered for retention. The decision to retain, according to Glazer, is one of delicacy and timing. The retention is not based solely on a grade report basis.

According to Dr. A. Jack Rumbaugh, failure at the high school is rooted in credits only.

"The high school retains [students] on a basis of credits. There is no exception," Rumbaugh said. "I think the legacy here of excellence and strong academic standards for our students allows it to be OK if some students spend more than four years here."

Often, students take advantage of programs and classes outside of the high school to fulfill the credit requirement if they have encountered failure during the school year.

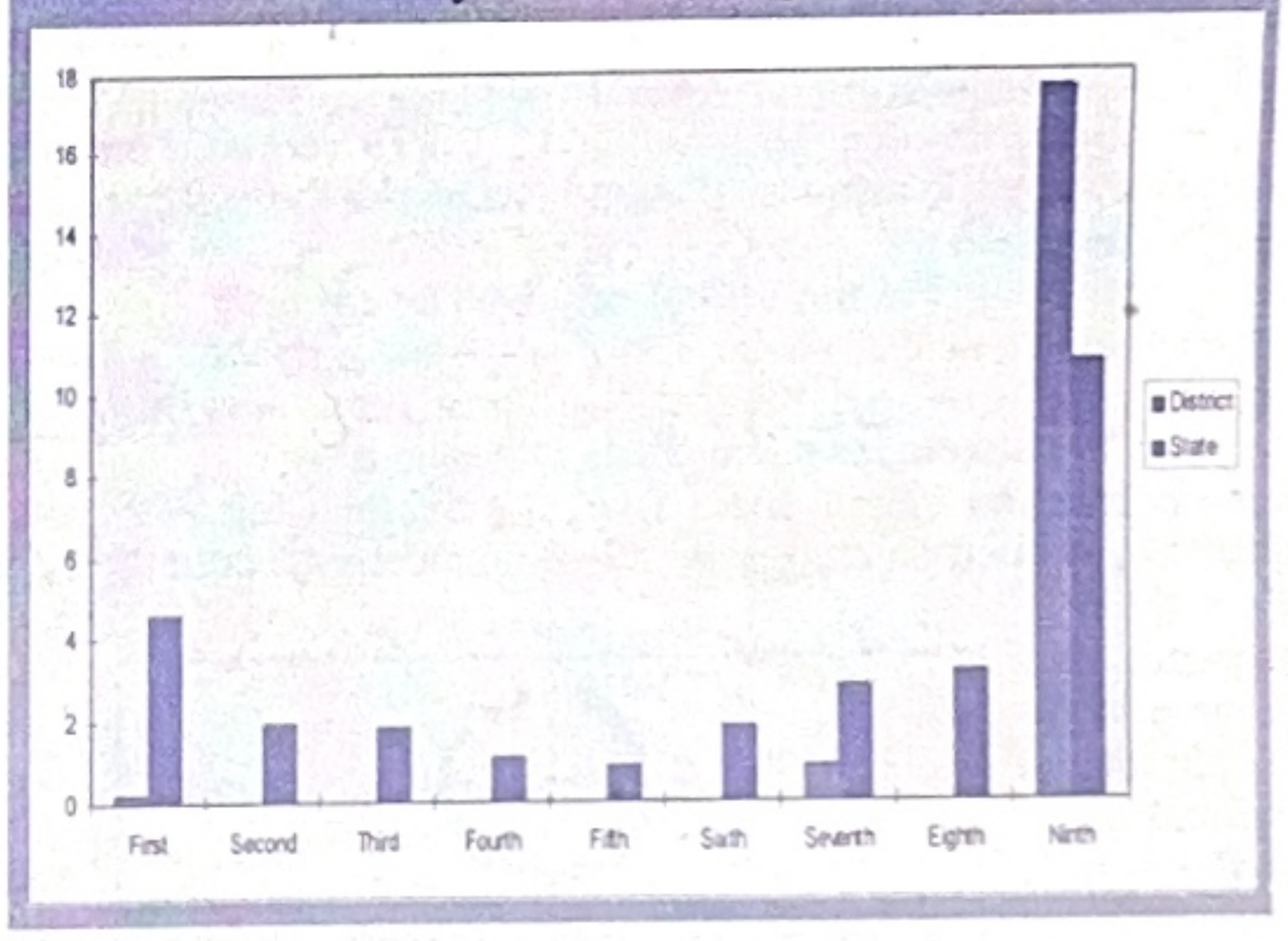
FAILURE RATES SOAR AS HIGH SCHOOL BEGINS

Shakerite photo by Aaron Viny

"The difference in the failure rates is that other schools may not have as rigorous an academic standard."
-Mark Freeman, superintendent of schools

Statistics reveal significant increase in failure rates once students hit ninth grade

•failure rates expressed as percentages



The switch to a new environment coupled with increased academic demands means some ninth graders struggle – and fail.

"When I got to the high school, I wasn't used to all the extra work," said one Shaker student who failed his freshman year.

Superintendent Mark Freeman said that the difference between ninth grade failure rates in Shaker versus other grades is due to the increased amount of work.

One major concern is the difference between the state failure rates for ninth graders and Shaker's – a nearly seven point gap. According to Freeman, Shaker's expectations are the reason.

"The difference is that other schools may not have as rigorous an academic standard," Freeman said.

Solutions have been suggested by several administrators, including Mary Lynne McGovern, academic adviser at the high school. This year, McGovern and members of the faculty achievement committee initiated a program called Early Intervention to assist failing ninth graders. The program is a subcommittee of the Achievement Committee.

The program coordinators ask ninth grade teachers to submit names of students who are not passing their classes. Then, mainly academic conferences are scheduled once a week between the students and their teachers. These conferences aim to improve study habits. If the students do not attend these appointments, their parents are contacted.

McGovern also said a new curriculum for repeaters continues to be developed after being initiated last year.

"This new curriculum was developed so that students don't have to sit through the same curriculum twice," McGovern said.

In addition to the high school's efforts, McGovern emphasized the need for at-home intervention.

"We need to increase parent involvement," McGovern said. "We need to encourage parents to be on top of low grades. Then they can meet with teachers and start monitoring their child's progress. This is our main goal."

Academic Competition

See how Shaker students deal with the pressure to get good grades.

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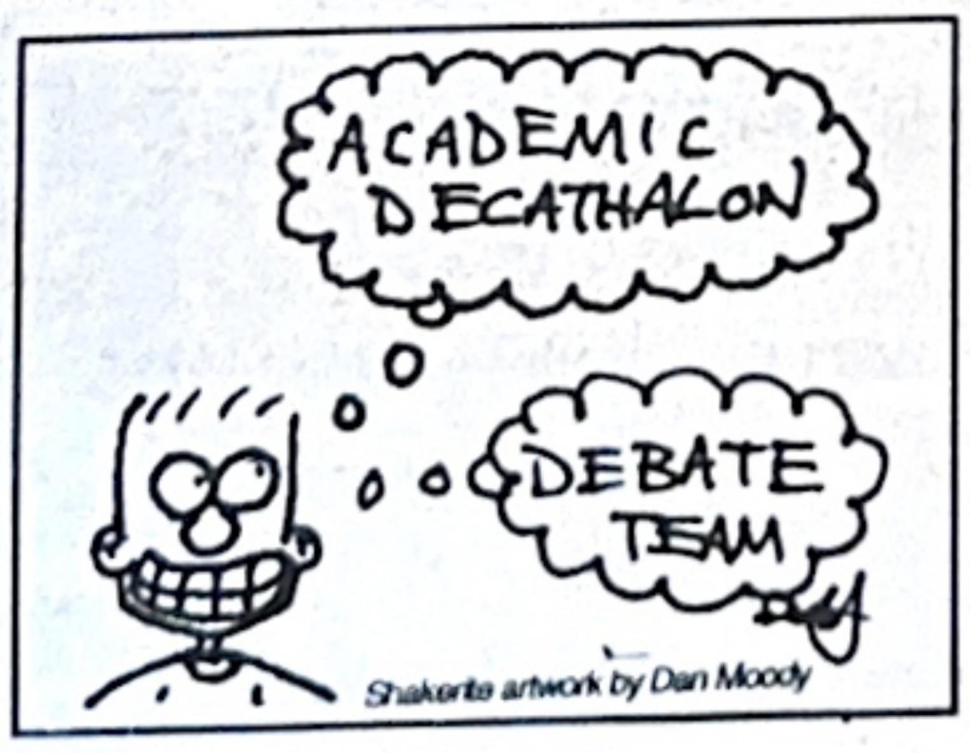

Shakerite artwork by Dan Moody

Affirmative Action

Get an in-depth look at affirmative action and what it means to students.

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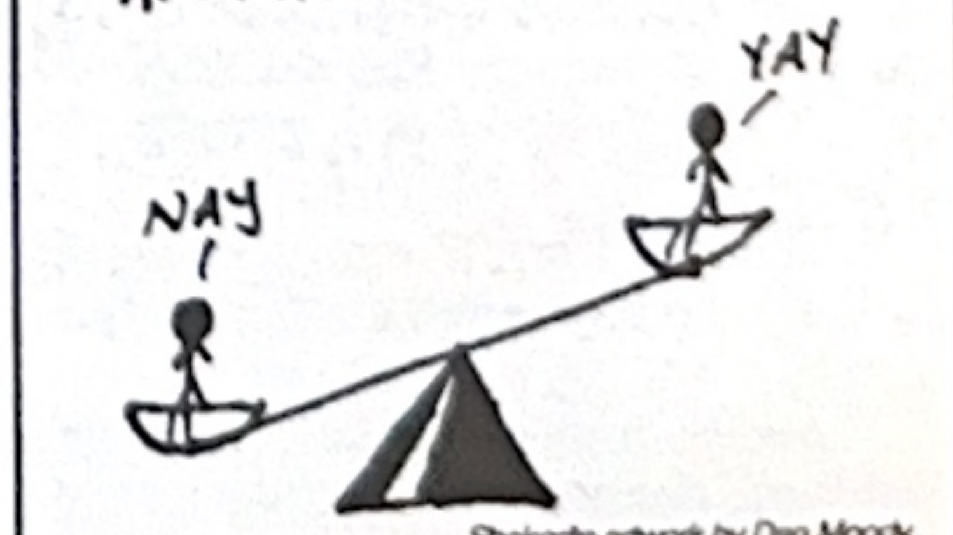


Shakerite artwork by Dan Moody

Speech and Debate team awarded honors

- ✦Meghan Dubyak & Dashi Singham: Policy Debate
- ✦Melissa Currivan: Lincoln-Douglas Debate
- ✦Josh Lavin & Alex Cole: Duo Interpretation
- ✦Anna Daley: Dramatic Interpretation
- ✦Josiah Quarles: Oratorical Interpretation

Race for rank impacts academic life

Students work hard and feel pressure to get ahead of the grade game

BY HYO BAE
Staff Reporter

The first thing most students do after a teacher hands back a test is scramble to find their final score without taking a peek at why answers were marked wrong.

In spite of the almost universal grading scale, few students feel they know how they really did until they spy the grade on their neighbor's paper.

In a school comprising so many academically conscious students, competition among classmates is bound to occur. Students seem to want to rank themselves on a scale according to the achievements of others.

Competition exists among students to have a higher GPA, obtain better PSAT and SAT scores, succeed in a particular class and to have better grades in general.

Jon Slain, whose GPA ranks first among the junior class, said students are separated by very slim margins.

"Shaker is a very competitive school. GPA is one of the most well known factors that students compete over. When class size is as large as at Shaker, there are many people who want to be at the top.

"The differences in GPA at the top are only hundredths of a point. I think that this is certainly competitive," Slain said.

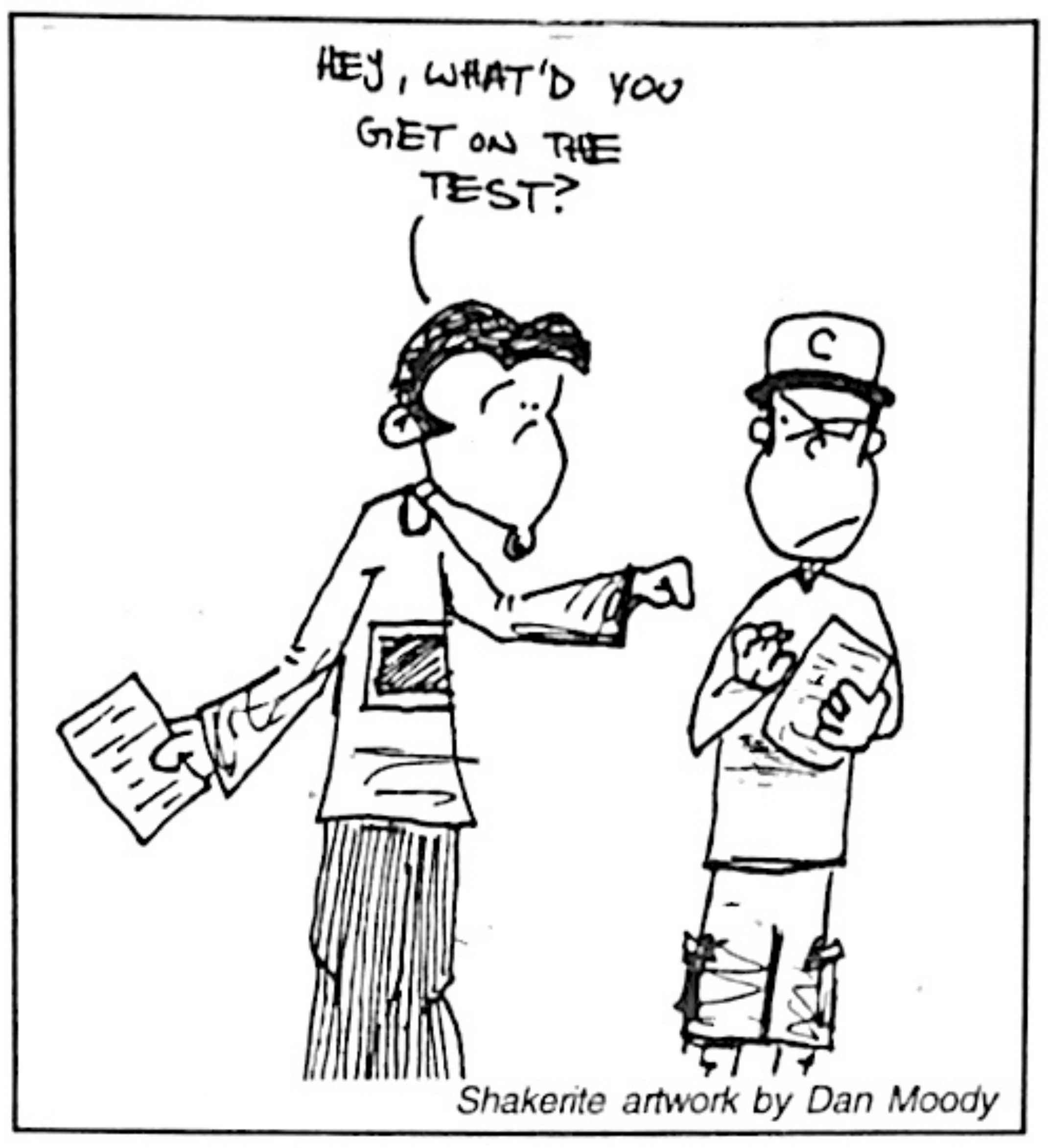
Many students at Shaker acknowledge that academic competition exists.

"I think there is some, but not a lot. I think people focus more on their own grades," junior Erin Roberson said.

Counselor Robert Annandale said few students have approached him about the subject.

"Students haven't really complained about it," Annandale said.

Annandale also said that serious competition has a definite effect on students. Many students take higher level classes in order to elevate their GPA, he explained.


HEY, WHAT'D YOU GET ON THE TEST?
C

Shakerite artwork by Dan Moody

"Sometimes it [competition among students] leads to bad decisions. For example, Modern European History, an AP course, might not be where your interests lie, but many students take it anyway to help their grade point average," Annandale said.

Some of the most serious competition occurs when students begin to take standardized tests such as the PSAT and SAT. Accordingly, seniors experience a great deal of competition when applying for colleges.

"Some colleges tend to choose a certain number of kids from different areas. Because of this, students sometimes feel that they have to compete with their classmates for a space in those colleges," senior Ankita Singh said.

Some students tend to interpret competition as helpful, while others see it as damaging to self-esteem.

"Some of us excel at art, some at sports, some at academics. Competition keeps everyone on their toes. If we were all equal at everything, life would be boring," Slain said.

However, Roberson believes academic competition can have negative effects.

"I think it lowers self-esteem because people always try to beat someone else's standards. They don't have their own," Roberson said.

There are many possible reasons why students find it necessary to compete with fellow classmates. According to math teacher Dennis Hogue, the roots of this competition lie in parents who pressure their children to meet personal expectations.

"Competition between students is based at home, between moms and dads. Generally, kids are not the ones heavily motivated about grades," Hogue said.

In some families, parents do not put as much pressure on their children to do well in school.

"In my case my parents almost never know if I have homework or not. They don't know when my next chemistry exam is or when grades come out," Slain said.

Although students realize that their own grades are the only ones that matter to them, most feel the need to place themselves on some sort of scale or rank, creating an academically competitive atmosphere at SHHS.

"I try to avoid competing with people. Sometimes it happens anyway," Singh said.

Students of the day a matter of choice

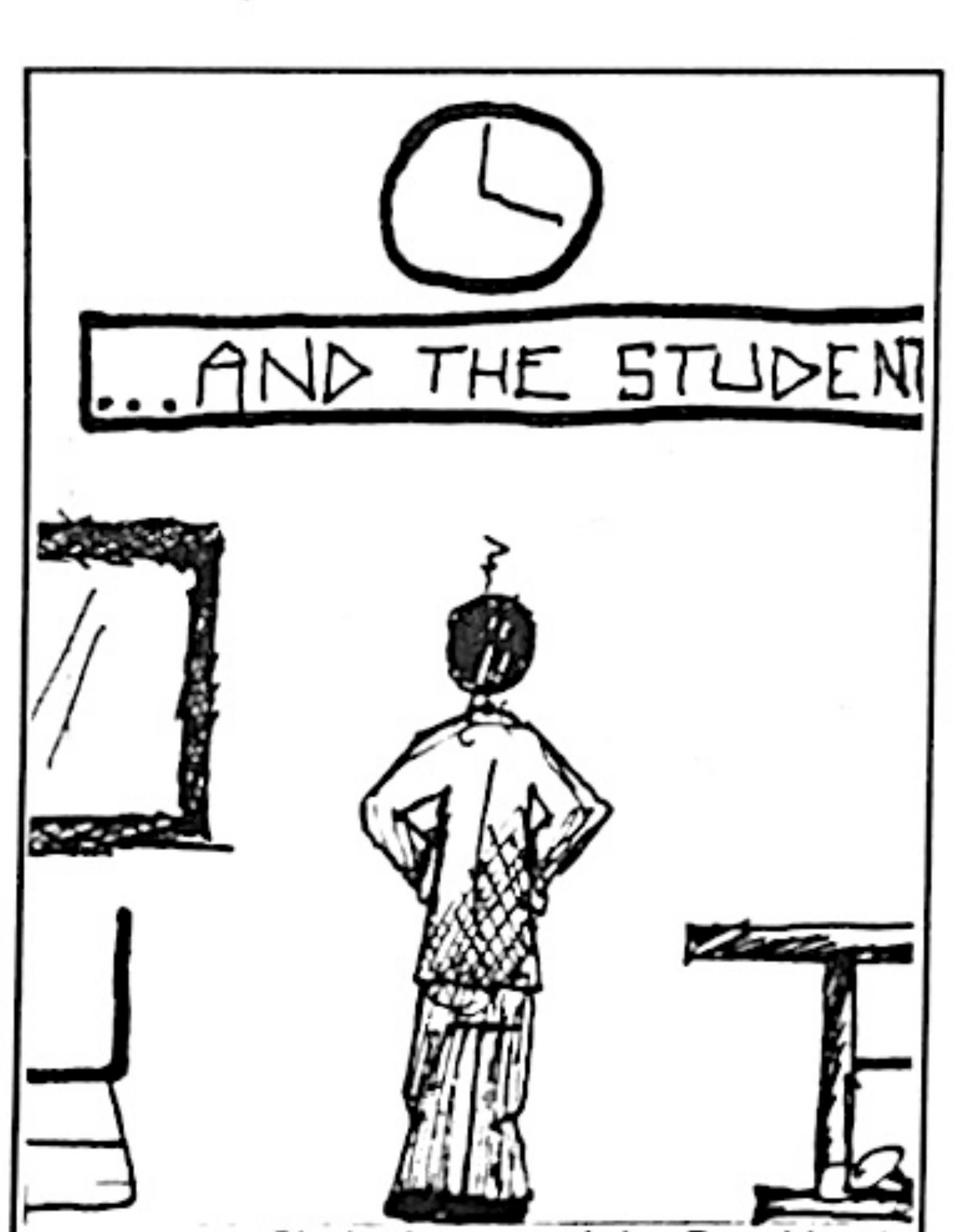
Originally a method of reward, names now taken randomly

BY JESS BURNS
Staff Reporter

Each morning, randomly picked students are recognized over the PA and then their names are seen on the flashing screen in the cafeteria. However, lately it seems as though the process is not quite so random.

"I heard that it's people who go up [to the office] or who have friends doing the announcements," senior Terry Orr said.

According to Mary Lynne McGovern, academic adviser, the student of the day routine began about five years ago. The PA announcers wanted to recognize students who had done a good deed or performed exceptionally well in some aspect of school or extracurriculars. She said the approach worked for awhile, but eventually people stopped adding deeds and just nominated people.



Shakerite artwork by Dan Moody

Now, unless someone asks for a certain student to be student of the day, students are picked randomly.

"Mrs. McGovern has a big, long list of students and we just pick the student of the day at random, unless someone requests it," said senior Landon Lockhart, who is a PA announcer.

Nevertheless, many students seem to think that eligibility for student of the day hinges on how well a student knows the announcers, or how close they are to the microphone when names are chosen.

"I think people are friends of whoever chooses the student of the day," sophomore Rania Karim said. "But it's not worth getting upset over."

Sophomore Chris Hemmelgarn agreed.

"I don't really care. I think it's a fine way to pick them," he said.

However, other students, such as freshman Danielle Williams, pointed out a problem with what they see as a random or preferential process.

"I think they pick the names out of a hat," Williams said. "It's wrong because it might make other students feel that they're aren't good enough to be student of the day."

"It's just a popularity thing, but it doesn't really matter that much," freshman Ilya Kun said.

McGovern said the choices are geared toward students who have the fewest remaining opportunities.

"We try to pick seniors as much as possible," McGovern said.

However, the students announced in the morning and those typed onto the screen in the cafeteria are usually not the same.

Senior Chip Patterson is in charge of typing the announcements onto the electric screen.

"The announcements are basically the same as those turned in the morning. I type up what Mrs. Travis gives me," he said.

Patterson said he chooses the students recognized on the screen as students of the day.

"They are congratulations to students who have done something good, or whoever is in the cafeteria when I am typing them up," he said.

According to Patterson, the board ran announcements his freshman year and he thought it was a good idea because students don't really listen to the morning announcements. He said it only ran once or twice in the last two years, so this year he went to Principal A. Jack Rumbaugh and asked if he could start it up again. Along with Lockhart and senior Ben Madorsky, Patterson got the screen up and running.

Many students are glad to have to the board in the cafeteria.

"It's good for kids that don't listen to the announcements," junior Paul Nadeau said.

"It's a good idea, but what goes on doesn't really affect me. Besides, I'm not in the cafeteria every day to read it," sophomore Lauren Cherry said.

"I like to read the sign while I'm eating," sophomore Sarah Falender said.

NEWS BRIEFS

Suspension program targets understanding of students' behavior

An intervention suspension program has been installed at both the middle school and high school to help students with five- to 10-day suspensions.

This program started taking students in the middle of September. It was funded by an $85,000 grant from the Ohio Department of Alcohol and Drug services and the Safe Drug Free Schools Governors Foundation. The program also received a $36,000 grant from the school board and $128,000 from the district.

The program is held at the Shaker Heights Youth and Family Counseling Center at 16700 Van Aken Boulevard.

"The Intensive Intervention and Prevention Program was developed to help the students that need help with their high school career but have been suspended. We also try to help them understand the behaviors that got them suspended," said John Lisy, one of the coordinators at the center.

"Through the day from 8 a.m. to 12 p.m. the students do work that would be handed out in school and then they eat lunch, which they brought from home. After that we then have a student-to-student discussion with the tutors involved to help them understand the actions that got them suspended," said Candice Moss, who is a tutor and teacher in the program.

According to school therapist Lisa Locklear, after students go through the program there is a six-week after care program that checks on students and parents. The program also gives information on support groups for girls and boys.

A student has to be recommended for participation. There is a packet sent to parents that explains the program and what it involves. The program is not mandatory, but is an option. Parents and students are given rights to classification of records and information.

"We try to keep everything as personal as possible," Moss said.

The center hosts a parent program that gives parents a chance to meet teachers and understand their child's behavior. These meetings are held on Tuesdays or Wednesdays from 6-7:30p.m.

-Christian Ward

Helpers wanted

Food banks, hunger centers hold many opportunities for students to help the hungry

BY MEREDITH EDWARDS
Staff Reporter

To most people the holidays are a time of joyful giving and receiving. But to others, the holidays can cause loneliness, hunger and depression.

Fortunately, there are many ways in which students can help those in need.

Shaker students can help feed the hungry by volunteering at the Cleveland Food Bank. Students can volunteer during the day or during evenings, Monday through Thursday until 8:30 p.m. During the holidays, the Cleveland Food Bank distributes food to agencies throughout the area.

"Three hundred agencies receive food from us. Throughout November we will probably distribute 1 million pounds of food," said Nancy Newman, director of volunteer services.

Students interested in helping the Cleveland Food Bank can call 696-6007.

HAPPY THANKSGIVING

Shakerite artwork by Dan Moody

Another organization that would welcome help from students is the East View Church of Cleveland. The church collects canned goods and also helps to feed the hungry. The church is also planning a student outing to a nursing home sometime this month. Interested students can call 921-7673.

A different approach to offering assistance at is available through volunteering at the University Hospitals of Cleveland. If people are interested in talking and working with hospital patients, they can call the volunteer office at 844-1504.

Yolanda Knight, the activity director at the Karrington nursing home in Shaker said the facility would welcome Shaker students who would visit with the residents.

"I know that we already have a whole group of students from Hawken coming to create crafts with the residents, but we do not have any students from Shaker coming in this year," Knight said.

Also, Russo's Giant Eagle on Chagrin Boulevard is accepting any nonperishable food items this month for distribution to the needy.

How do Shaker students feel about giving during the holidays?

"I feel strongly that it is good [to give]. It is beneficial for the community. You can learn a lot about yourself by giving your time and resources for those that are less fortunate than you," said junior Jon Youngner.

He plans to go to the Shaker Hunger Center sometime during the approaching holidays to help out with the homeless and needy.

"If you want to receive, you have to give," said junior Sabiha Ahmad-Khan.

Environmental club to start recycling

BY RACHEL KIBBE
Staff Reporter

Why is the high school planning on saving several tons of used paper?

If you answered "to recycle," you would be right.

Last year, CP chemistry students of Tineka Miller wondered why paper was recycled at the middle school and not at the high school, where more than 500,000 copies are made each month.

Miller's classes were studying a resource unit and wondered why the high school did not practice the same conservation of natural resources that it taught. Since then, the science faculty and the environmental club have collaborated in an effort to recycle paper.

At the end of last year, Miller brought the idea of recycling paper to science teacher Fred Welty. Welty and Miller put a paper recycling bin in the science department office and encouraged all teachers to bring their paper down to the office.

Both teachers said the response to recycling was strong. At the end of the year they had 1,700 pounds, or two pickup trucks' worth of paper.

"I've been very been excited. I've been pleased by the response," said Miller, who feels that recycling has helped teachers feel less guilty when emptying their paper-laden files at the end of the year.

However, some environmental club members said many teachers are still not doing their part.

"Our recycling has been going great so far, except we have a severe lack of teacher participation," senior environmental club member Andy Henoch said.

According to Miller, the environmental club now plans to put a recycling bin near the copying machines in every department office. Students from the environmental club will be assigned to different offices to retrieve the paper.

Although putting a bin in every classroom might encourage participation, Miller said the club is hestitant to do so.

"We'll get a lot of trash, and then you have the problem of sorting it out," she said.

According to science teacher Linda Loeffler, who is helping with the effort, students will pick the paper up once or twice a week. The paper will be stored in the science department and then will be put into other temporary storage. Loeffler said that after the school has saved several tons of paper, Gateway Recycling will carry the paper off in trucks. The paper will then be taken to their plant to be turned back into pulp and then paper once again.

> "Our recycling has been going great so far, except we have a severe lack of teacher participation."
>
> -Andy Henoch, senior

According to Loeffler, if the school can fill at least two 32-square-foot bins, the company will pick up the paper for free. The school will be paid between one and four cents per pound for every pound exceeding those in the two bins.

Secretary Martina Middlebrook, who works in the main photocopying room making copies for the school and often the entire district, said she makes between 350,000 and 500,000 copies each month. Copies are also made in the main office, library and department offices throughout the building. Middlebrook says she recycles all the paper she can.

Senior Peter Morgenstern-Clarren, a member of the environmental club, has been helping the school recycle paper since last year. He got involved was because he was frustrated that there wasn't any recycling last year. He aided in retrieving paper from the main photocopying room and library and bringing it to the science office.

Morgenstern is pleased that the school has increased its effort.

"It's very heartening to see the number of people who are passionate about recycling," Morgenstern said.

Miller hopes teachers will set aside their paper to be recycled and will tell their classes to bring paper to the departmental offices.

"We're working to get the whole school to be able to recycle and to benefit from recycling," junior environmental club president Suzanne Schwarz said.

According to Miller, the school may get some money from Gateway Recycling once it collects enough paper, but she and the environmental club are not sure how much they will get nor what will be done with the money.

"Once we get teacher participation in every office," senior environmental club member Carly Hertz said, "we plan to start recycling in each individual room."

Welty says that for the past several years the school has only recycled those things collected by the city, such as cans and cardboard. According to Welty, at one point there were recycling bins but the paper was being thrown away, not recycled.

Loeffler said that Gateway Recycling also recycles books, which could become a possibility at the end of the year. Any students who would like to recycle can bring paper to the science department office in room 178.

Televised Tri-C ads give some the wrong idea

BY MEGAN KORTEMEYER
News Co-Editor

An increasing number of SHHS graduates are going to Cuyahoga Community College – or so the ad says.

A recent television advertisement for Cuyahoga Community College (Tri-C) claims that the number of Shaker graduates attending the college has gone up 64 percent. The ads, which have aired as late as early fall, have confused a number of students who feel that the ad is somewhat misleading.

"The ads just give you a percentage of how many people are going there. They don't give you an actual number of graduates," freshman Marian Mines said.

Freshman A'Ishah Wenson feels the same way.

"I think the ad was misleading. I don't think it is the case that so many Shaker graduates are going to Tri-C," she said.

The advertisement fails to distinguish between recent graduates who attend Tri-C and people who graduated from Shaker a while ago.

"Using our system, it doesn't matter if you graduated from Shaker in 1942 or 1982. Even if you haven't attended your high school for awhile, you still are classified as a graduate of that school," said Norm Kohl, who works in the enrollment office at Tri-C.

This explains how the college came up with the 64 percent increase of Shaker graduates who attend the school. From the class of 1997, six graduates went to Cuyahoga Community College. Only one graduate went to the college from the class of 1998. However, Tri-C also took into account alumni from Shaker who decided to go to the college.

"In 1996-1997, we had 23 individuals from Shaker attending the college, and in 1997-1998, we had 14 individuals who attended Tri-C. This includes people who have taken some time out," said Frank Salak, director of enrollment management for Tri-C.

Many Shaker students feel that Tri-C is not their most desirable college choice, no matter what the television advertisements say.

"I don't think I'd want to go there because it is too close and I'd like to go someplace with more of a campus," junior Jon Munetz said.

Several other students agreed that the school's proximity to Shaker is one of the main drawbacks of the college.

"I know that I would never go there because it's so close. Plus, if I got a high school degree from Shaker I would not choose to go to Tri-C," Mines said.

"I definitely would not want to go to a community college," freshman Adrienne DiCorleto said.

Cuyahoga Community College is the largest community college in the state and the fourth largest institution of higher education in Ohio. It is home to more than 24,000 credit and thousands of non-credit students each quarter. It has 1,400 credit programs and 70 associate degree programs.

"Tri-C is very convenient for individuals who want to get a start in a two-year college program. Our college offers a quality education although sometimes it's not perceived to be that way," Salak said.

General admission to the college is open to high school graduates or anyone over the age of 18 who has not earned a high school diploma but who has the ability to succeed in college.

"Currently we have 2,013 students from various high schools. We have three campuses [eastern, western and metropolitan] and we are a good start for people who are just beginning their college careers or who want to enrich their existing one," Salak said.

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FRIDAYS
AFTERSCHOOL IN THE EGRESS

Shaker Heights Teachers' Association
STA
Professionals Dedicated To
Educating Shaker's Youth

Post cites Shaker schools as one of many confronting academic gap

Students respond to claim that peer groups are responsible for poor performance

BY JENNY HEISLER
News Co-Editor

An October *Washington Post* article that illustrated a nationwide disparity in academic achievement by focusing on Shaker has students responding to a theory that cites peer culture as a primary cause for academic failure.

The story, by Kevin Fletcher, focused on Shaker to illustrate a nationwide problem of what has been dubbed an achievement gap. The story mentioned that African Americans at Shaker account for a good portion of students achieving Ds or Fs in a major subject after fifth grade.

While the story, which the district mailed to every Shaker home along with a letter from Superintendent Mark Freeman, emphasized that the problem is not unique to Shaker, it did suggest that its presence is puzzling given the nature of the community and its financial support for its schools.

In the story, Dr. James Paces, director of curriculum, was quoted as saying, "I believe this [the achievement gap] is a peer culture issue."

Senior Landon Lockhart agreed with Paces' explanation from the article of peer influence on achievement.

"You live by your friends, in most cases moreso than your parents," said Lockhart, who is African American. "Peers are a big factor in how kids do."

> "They don't care because nobody cares for them."
> -Welton Chappell, senior

Students' reactions to the piece were mixed, but a significant number of those interviewed didn't want to hear about the topic and were reluctant to speak about it.

"It's making it sound like [African Americans] are dumb and don't know what they're doing," said sophomore Shaun Dean, who is African-American.

Mano Singham, associate director of the University Center for Innovations in Teaching and Education at Case Western Reserve, has researched peer group influence on minority achievement. In his article "The Canary In the Mine," published in the September 1998 *Kappan Review*, Singham addressed the achievement gap between black and white students. Singham cited research that suggests young African-Americans don't have faith in the theory that individual success will lead eventually to community success. Instead, they believe that African-Americans will not advance unless they do so together while preserving their ethnic identity. Thus, African-American students who are torn between wanting to achieve success and being accepted by their peers "adopt a middle road, keeping their grades just high enough to avoid trouble at home and preserve good relations with their teachers but no more."

In an interview, Paces cited additional causes for the disparity.

"The reasons are varied and complex," Paces said. "Certainly peer pressure has an impact on achievement. When you associate with individuals that have high aspirations, it's going to have an effect on you. Also, expectations students have of themselves and expectations parents, administrators and teachers have of them matter, too."

Paces also said that student preparation before kindergarten has an impact on success as well.

Research cited in the *Post* story suggests support for Paces' comment. The article stated that studies of African-American and Caucasian preschoolers' vocabularies show a gap, with African-American preschoolers scoring lower.

Paces' fourth reason concerns mobility, or how long a student stays in one school district, which can negatively impact a students' chances for sustained academic success.

The Washington Post suggests several reasons why Shaker and many other schools face the achievement gap

-African Americans make up just over half of the Shaker Heights student population but account for 82 percent of those who fail at least one portion of the state's ninth-grade proficiency test and 84 percent of those who earn D's or F's in at least one major subject after fifth grade. In four recent high school graduating classes, blacks made up just 7 percent of the students in the top fifth of their class, while they constituted 90 percent of those in the bottom fifth.

-The 5,600-student Shaker Heights school system might seem a strange place to find such racial disparities in student achievement. Far from the urban blight commonly associated with underachieving black students, this surburban school system has a reputation for being one of the best in America. The schools spend nearly $10,000 a year to educate each child, a level of funding nearly 50 percent above the national average. Advanced courses are open to any student who chooses to enroll. High-achieving black students mentor struggling younger ones. And after-school, weekend and summer academies are available to bolster student achievement.

-All of this has produced limited results. Shaker Heights has some of the highest-achieving black students in the country, with nearly 90 percent of the system's graduates, black and white, going on to college. But if the school administration has within its control some of the solutions, it is also coming to realize that many of the answers lie elsewhere.

"I'm convinced that this is really a peer culture issue," said James Paces, a Shaker Heights school administrator.

"I believe a lot of African American students choose to fail," said principal A. Jack Rumbaugh. "That doesn't change our determination to help them succeed."

In the face of such pressures, educators say it is crucial that parents be intimately involved in their children's class work. But in Shaker Heights, it is often white parents who are most active in parent-teachers organizations, available to be school volunteers and present at back-to-school nights. At a recent high school open house, several black parents said, 90 percent of the parents who showed up were white.

Students pointed to the parental role in encouraging academic effort.

"I think upbringing has everything to do with it. Your parents have a large impression on how you do," said African-American freshman Alyssa Miller, "and generally parents of white kids push harder than those of blacks."

Senior Iris Baker, an African American, agreed with Miller.

"For some parents, if you graduate, that's good enough for them," Baker said. "Some parents truly don't care, and some kids just don't care."

However, African-American freshman Tikeia English knew a white student who was literally scared of her parents' expectations.

"The girl cried so hard because she got a B on something. She was scared of what her parents would think," English said.

Some feel it's all up to the student and how much the individual cares about school. According to senior Welton Chappell, an African American, school doesn't matter to some because they lack a caring adult presence in their lives.

"They don't care because nobody cares for them," he said.

Student Group on Race Relations (SGORR) adviser Marcia Jaffe responded to Chappell's comment. She said Shaker needs to identify an individual's potential earlier on to boost a student's confidence and motivate the individual to try harder.

"I think that needs to happen during the middle school years," Jaffe said.

Senior Tory Eaton, an African American, explained his theories behind the absence of minority students in advanced classes, another gap portrayed in the *Post* article. Eaton said that more white students become involved in honors and advanced placement classes earlier. Thus, some avoid trying an upper level class to escape being in the minority.

"People don't want to be in a minority," Eaton said. "I can't speak for everyone, but some people wouldn't take an honors level class because of it."

The success of programs designed to help boost achievement seems questionable in light of the *Post* story, but students said the programs do make a difference.

"MAC Scholars is like another parent. It helps," Smith said.

Lockhart and McGovern agreed that MAC helps students overcome the feeling of isolation in ambitious academic settings.

"We've done a lot of things to try and resolve the problem," MAC adviser Mary Lynn McGovern said. "We have not resolved it, but there is evidence that we are beginning to make an impact."

> "For some parents, if you graduate, that's good enough for them."
> -Iris Baker, senior

MAC scholars are not the only ones trying to improve the situation. MAC sisters take a similar approach with African-American females. Also, representatives from SGORR go to Woodbury and work with students, focusing on issues such as self-confidence and race relations.

Paces mentioned several other programs in development.

"We're continuing to try a variety of techniques," he said. "Mr. [Hubert] McIntyre is working with others on the Shaker Tool Kit. This program is structured to help teachers identify what they can do to develop a student's maximum performance."

Paces also said that Shaker is working to improve the curriculum.

"We're addressing the problem," he said. "I'm very optimistic."

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Deeper Thoughts
By Justin and Anahid

You may wear tights and run around with a cape on. You may even feel impervious to pain. This doesn't mean you can fly. It is not a good idea to jump off the roof of your house. You won't make it.

THE RITE IDEA

Need to belong threatens achievement

Shaker schools are well known for their strong honors and advanced placement programs in which numerous students are successful in achieving ambitious academic goals.

When people think of Shaker, these programs come to mind. But not every student sprints down the academic track. While it's true too much academic competition is unhealthy, too little academic engagement is equally dangerous.

Students who do not attempt to reach their own academic summits sacrifice their potential to the most deadly disease in any school: academic apathy. At Shaker, as in every school, peer pressure causes too many students to underachieve.

Academic apathy is often overlooked, especially in a school where the other extreme – cutthroat competition – is a more happily noticed problem. Yet apathy is its own form of competition; students compete to do worse in school and achieve less in order to maintain membership in their peer groups.

Such students fail to achieve the success they wish to have because they are pressured by their peers not to succeed. For many, working hard to complete an assignment could be a source of embarrassment or even criticism from classmates who don't believe the academic game is cool or beneficial.

When students try to overcome this philosophy, they are ridiculed by the only friends they have and thus surrender to the world of slacking; it's the only world they feel a part of.

How can this be prevented? One possible solution is mentoring. Mentoring creates an environment where students can feel good about themselves and their achievements.

However, when students are with their friends, they will continue to be pressured into apathy. The only real solution is to make rigorous studying accepted among peers. If studying were as important to students as their social lives, few students would underachieve.

Most students' goals in high school, whether or not they actually acknowledge it, is to fit into the crowd. Without the support of other people, students automatically grow dissatisfied with themselves. Students justify sacrificing their grades to gain that acceptance.

Negative academic competition is also evident when students justify their failures by the failures of peers. Students rationalize not doing homework by telling themselves their friends didn't do it either.

Another example of apathy occurs when students choose classes. Although Shaker has an open policy on choosing class levels, it seems that many capable students do not consider enrolling in the most challenging courses. Perhaps they are discouraged by the extra effort it takes to change levels. More likely, they don't want to leave their longtime friends or disrupt the status quo. Changing levels means new teachers, new classes and new students to befriend. Change and the subsequent stress aren't welcome, so apathy reigns.

Academic apathy's impact grows as parents have less influence on their children. Many students also amplify the lack of parental influence by isolating themselves from their parents. They may close themselves in their rooms and blast their music so that no one can reach them except their friends on the phone. Without steady parental influence, peers become the only voices in a student's life.

Academic apathy threatens the livelihood of Shaker students. The sooner students and adults strive to minimize it, the sooner students' grades, and lives, will improve.

THE TOP 10

Clues you ate too much on Thanksgiving Day

10. Your thesis on all essays begins with "gobble" and ends with "burp."

9. You fail P.E. for waddling the mile.

8. Instead of applying to Navy for college you apply to "Gravy."

7. You come to school dressed as a pilgrim and you are obsessed with killing turkeys.

6. Your belt size has gone from 32 to "wow."

5. You locker is decorated with stuffing.

4. You emit a constant odor akin to pumpkin pies.

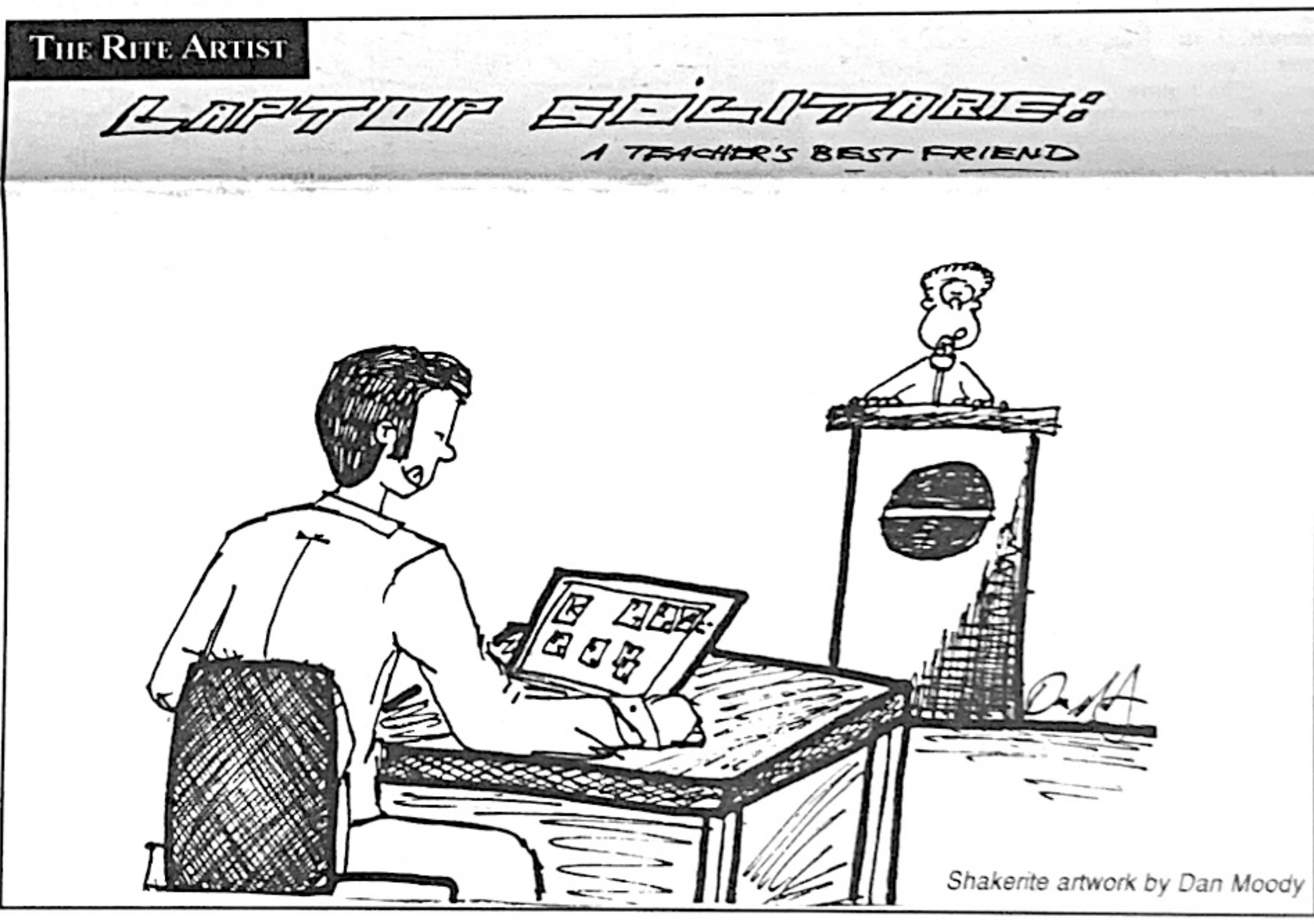
3. You bring cranberry sauce to top the cafeteria's Salisbury steak.

2. You can't stop humming "Turkey Bill."

and the number one clue you have eaten too much on Thanksgiving Day. . .

1. You wear turkey pajamas every night and try to eat yourself.

THE RITE ARTIST



Shakerite artwork by Dan Moody

Correction: In Shakerite Volume 69 • Issue 2 Stephen Courtright's name was mispelled. Also, the photograph of Courtright on page 16 should have been attributed to Austin Frank.

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Justice denied to Black Panther

Students protest unfair verdict, death sentence of Mumia Abu-Jamal

BY DAVID PEARSON AND RAPHAEL GOTTESMAN

GUEST RITERS

Shakerite photo by Aaron Viny

Shakerite photo by Sarah Rone

In America, we are led to believe that our judicial system treats everyone equally, regardless of race, class or political affiliation. But on Oct. 29, 1998, a travesty of justice occurred.

Mumia Abu-Jamal was denied a new trial by the U.S. Supreme Court, despite 23 issues raised on appeal that proved his innocence. In 1981, Abu-Jamal was a poor taxi driver in Philadelphia who carried a gun because he was frequently robbed. On Dec. 9, 1981, Abu-Jamal saw his brother being beaten by police officer Daniel Faulkner. That night, Abu-Jamal was shot and beaten nearly to death by police. Faulkner was killed.

Abu-Jamal, a former Black Panther and award-winning journalist, was arrested, tried, convicted and sentenced to death for the killing of Daniel Faulkner in a biased trial plagued by racism and police misconduct.

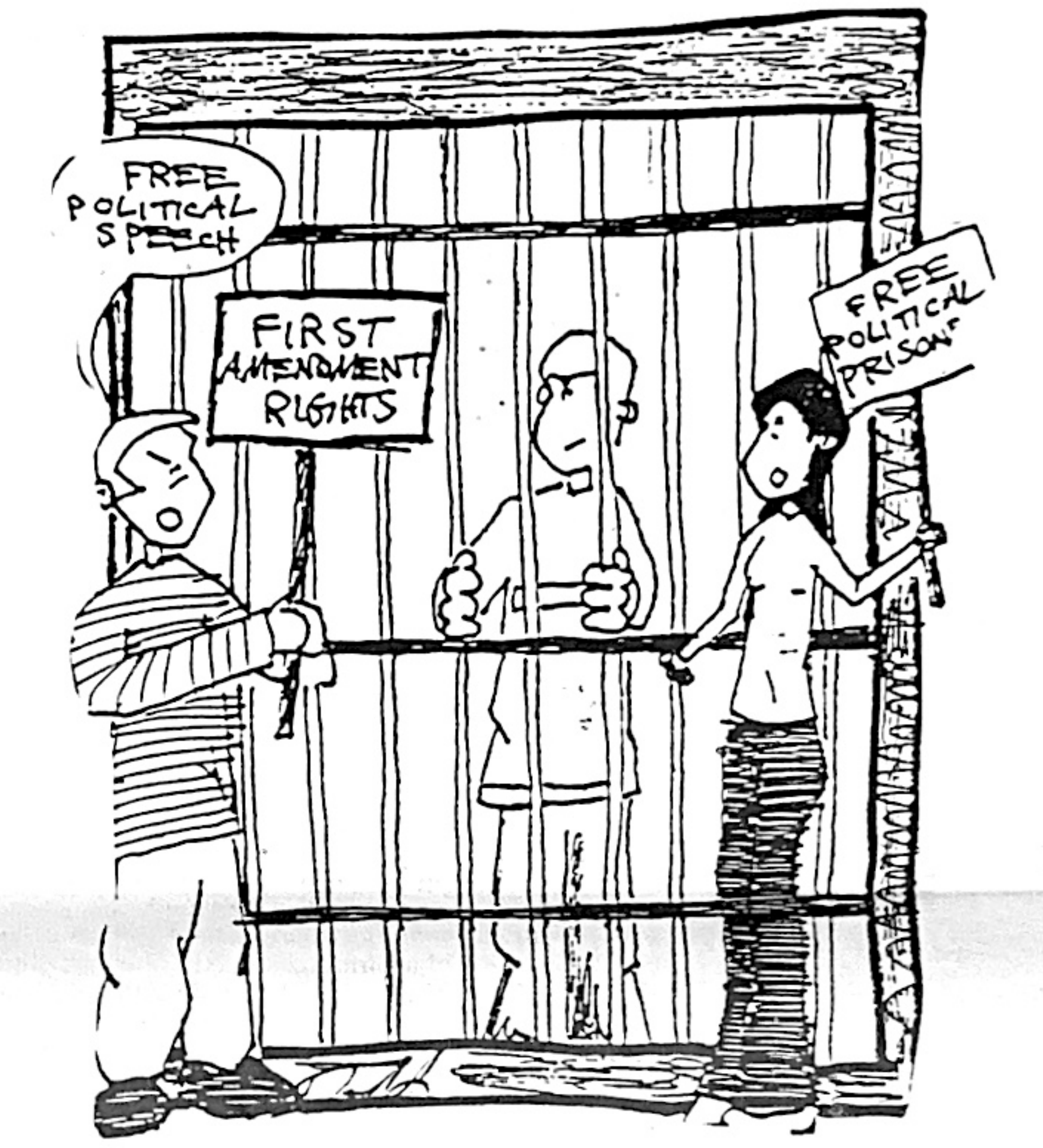
The trial itself was filled with injustices. First of all, the prosecution and Judge Sabo (known as the "hanging judge") dismissed all but one black juror in a city where 40 percent of the population is African American. In addition, Abu-Jamal was denied his constitutional right to defend himself and was appointed an inexperienced attorney and virtually no funds. The bullet lodged in Faulkner's chest was a .44 caliber, which could not have been fired from Abu-Jamal's .38 caliber gun. The defense didn't have enough money to prove the bullet wasn't fired from Abu-Jamal's gun. Also, an alleged confession was allowed into court, yet it was not reported by police until two months after it supposedly occurred. A policeman reported after the incident, "the Negro male made no comments." When the defense requested that this officer testify, they were told he was on vacation. Four witnesses told police they saw two men fleeing from the scene, neither of whom could have been Abu-Jamal, who was lying near Faulkner, badly wounded. Three witnesses were threatened with jail time unless they testified against Abu-Jamal. The fourth witness was not revealed to the defense.

Abu-Jamal's political beliefs and prior membership in the Black Panther Party were used to prove premeditation, resulting in the death penalty sentence. Abu-Jamal was 16 when he quoted Mao Tse-Tung's statement, "political power grows out of the barrel of a gun" to describe how America has always used military strength to gain power. Using this information against Abu-Jamal violated his First Amendment rights. In 1992, in Dawson vs. Delaware, a case that paralleled the constitutional issues in Abu-Jamal's case, the Supreme Court upheld a defendant's First Amendment rights. The prosecution proposed that Dawson, a member of the Aryan Brotherhood, receive the death penalty, citing his political affiliation and beliefs. In this case, however, a court ruled in favor of the defendant on the grounds that political affiliation cannot be used as proof of premeditation. The Supreme Court protected a white supremacist's right to free speech, while Abu-Jamal sits on death row for his political beliefs.

Furthermore, Abu-Jamal is being denied his First Amendment rights while in prison. The Philadelphia Fraternal Order Of Police (FOP) attempted to prevent the publishing of Abu-Jamal's first book, *Live From Death Row*. As punishment, he was placed in solitary confinement. National Public Radio planned to air Abu-Jamal's commentaries, but decided not to after being pressured by the FOP and Federal Communications Commission. In addition, prison authorities would not allow American Broadcasting Company to interview Abu-Jamal. This kind of blatant political suppression silences his powerful voice. As a journalist, Abu-Jamal became known as the "voice of the voiceless" because he spoke out against injustices such as police brutality and attacks on the MOVE organization. Abu-Jamal could have used his journalistic skills to become rich. Instead, he used them to expose oppression and racism and he has been put on death row as a result.

Abu-Jamal represents resistance in the face of oppression, hope in the face of hopelessness, optimism in the face of death. Now his life is on the line. Gov. Tom Ridge of Pennsylvania has vowed to sign a new death warrant. The legal lynching of this political prisoner is being met with resistance all over the world, and only the power of the people can stop the execution. Many prominent figures such as Jesse Jackson, Howard Zinn, Noam Chomsky and Whoopi Goldberg as well as artists such as KRS-1, Rage Against the Machine and Tupac Shakur have spoken out against the frame up of this political prisoner. Refuse and Resist in Cleveland is organizing events and can be contacted at 556-3512. There will be a hip-hop benefit concert for Abu-Jamal on Friday, Nov. 27 at Speak in Tongues on West 44th Street and Lorain Avenue.

Unfortunately, this grave injustice is not an isolated occurrence in America. Indeed, our political climate is based on locking up and incriminating people of color and suppressing dissent. More prisons are being built while schools are deteriorating. Including the United States, there are only two industrialized nations that utilize death as a form of punishment, and in Pennsylvania, 60 percent of death row inmates are African American. A black person convicted of killing a white person is more likely to receive the death penalty than if the situation were reversed.



Shakerite artwork by Dan Moody

The government seems to care more about balancing its budget than preserving the welfare of its citizens. People say there is nothing in America to be pro-active about. But in what country was Matthew Shepherd murdered for being gay? Steven House brutally beaten by Cleveland police due to unpaid parking tickets? Dr. Barnett Slepian assassinated for providing abortions? And in what country does a black man sit on death row simply for exercising his First Amendment rights? As the next generation, we as youth do not want to be forced into silence.

In the words of Mumia Abu-Jamal, "The righteous fight for life, liberty and for justice can only continue."

LETTERS TO THE EDITOR

Student disputes letter's criticism of theater

To the editor:

I just read the letter to the editor, "High school stage is no place for pros," by Joe Simon. I was outraged by his diss of the theater department. I am a sophomore and this is my second year of taking classes in the theater department. I guess that would make me "part of the cult." I guess your definition of cult determines whether he is right or wrong. When I hear cult, I think of a group of people who spend lots of time together for a single purpose. By definition, a cult is a "system or community of religious worship" or an exclusive group of persons sharing an esoteric interest." By the second definition, his label is wrong. I know Christians and Jews, even atheists in the theater department. Our interest has nothing to do with worshipping. By the first and third definitions, I suppose he's right. But, by these definitions, every sports team is a cult, too. You spend tons of time together practicing (equivalent to our rehearsals) for the purpose of playing games versus other schools (equivalent to our performances). Does that make the football and hockey teams cults? I quote Joe when I say, "as the TV ad goes 'I don't think so.' "

I want to make it clear that I'm not ragging on the athletic department. I love sports – go Raiders! I just feel we've been unfairly judged. Just because we were bringing in a guest artist doesn't mean we blow things way out of proportion.

Joanne Nedrud, sophomore

Student deems cult comment a vindictive publicity stunt

To the editor:

I would like to respond to the vindictive letter written by Joe Simon. For one thing, I don't see how you could possibly compare theater to a sport. Also, when you really think about it, every organization in this school is a cult. I would like to ask that the next time you are sent a letter of that nature, that you use a bit more discretion before putting it in your paper.

Jenna Wolfberg, junior

P.S. Your publicity stunt worked.

Shakerite covers baseball, overlooks women's tennis team

To the editor:

I was disappointed to read your Oct. 31 issue and find no mention of the existence of the women's tennis team. You found room to publish yet another article about Major League Baseball, but did not even include one of Shaker's most successful teams in your "Raider Wrap - up." Do you know that two tennis players, Kim Lyons and Liz Swary, represented Shaker in the State Doubles Tournament on Oct. 23? Do you know who won the Lake Erie League Championship in women's tennis? Do your readers know? That's what news is; reporting something that people don't already know. Your readers already knew about Mark McGwire and Sammy Sosa, so that's not news.

There is no reason for professional or college sports to be covered by the *Shakerite*. There is more than enough coverage by television, radio and newspapers like the *Plain Dealer*, not to mention magazines, *USA Today* and *Baseball Weekly*. I would like to know how Shaker teams and athletes are doing when I read the *Shakerite*. I believe this is the mission of a high school newspaper.

Allan Slawson, women's tennis coach

SHAKER SPEAKS

We roamed the halls in search of opinions and found students who feel strongly about many issues. We asked questions in light of the Matthew Shephard killing, and Shaker spoke out.

- **Is there tension concerning sexual identity in our school?**
- **Are gays and lesbians in our school ridiculed for their sexual orientation?**
- **Do you think sexual identity is the one aspect of our diversity that is not yet accepted?**

Shakerite photo by Dave Kresnye

"Harassment of gays happens a lot, but it's not heard a lot. If I stick up for the use of the word 'gay' as an adjective I am told to shut up or something."

Kate Coulton, freshman

"I've seen gays laughed at . . . but people harass for more than if a person is gay. I don't see people who are really gay being taunted. 'Gay' is mostly used as a word to ridicule."

Dan Harris, senior

Shakerite photo by Dave Kresnye

Shakerite photo by Aaron Viny

"People talk about gays behind their backs but never to their faces. I don't think any gays really get harassed because they are gay."

Sean McClendon, junior

"Harassment of gays is starting to get worse than it used to be, but it is not as bad as racial prejudice was years ago. I think some people are gay and are afraid to say so."

Emily Phillips, junior

Shakerite photo by Aaron Viny

Shakerite photo by Aaron Viny

"I think people in our school use the term 'gay' as slang and most often they are not referring to someone's sexual preference. When they are, it is like calling someone a name about being a girl or a boy. That is ludicrous."

Jessica Blanton, sophomore

- Quotes compiled by Justin Gurney and Anahid Thompson

Killing won't solve abortion debate

BY DEBRA KAMIN
Staff Reporter

When is there a justification for the murder of another? According to the pro-life extremist who fired a bullet through the kitchen window of Dr. Barnett Slepian on Oct. 23, killing him in front of his wife and four children, never. Yet, not only did the extremist justify the murder of 52-year-old Slepian, he committed the act himself.

Someone who condemns "baby butchering," as it is referred to in the Nuremberg Files, an anti-abortion website, feels no conscience when it comes to assassinating a man with a family, a prospering career and hundreds of patients, the majority of whom were not requesting abortions. To support a cause such as murdering a doctor because, in some people's eyes, he also murders, goes beyond hypocrisy. The pro-life extremists claim to stand for upholding the sanctity of life. They should give up that cause now; they have proven through their actions what they claim to believe doesn't apply to many people already living.

Whether you are pro–choice or pro–life no longer matters. To hold an opinion and state it openly, perform medical procedures that follow legal applications and possibly save a child from being born into an impoverished environment where he can't be loved, is no longer relevant. Whether you believe destroying a fetus is destroying a soul, or you feel no one is living until he or she is outside of his or her mother's body, doesn't matter any more. The sound of sirens has drowned out the ever present debate about reproductive rights. The bullets are talking for us all.

Slepian was not the first victim of pro-life extremist violence.Americans have seen it unfit to argue with their voices since the day abortion became legal and have opted instead for bombs and guns. The shooting of Slepian is similar to four other attacks on abortion providers in northwestern New York and Canada.

On March 10, 1993, Dr. David Gunn of Pensacola, Fla. was shot outside his clinic, becoming the first American doctor killed during an anti-abortion demonstration. In July 1994, Dr. John Bayard Britton and his companion James H. Barrett were also slain outside of the Pensacola clinic. On Dec. 30, 1994, John Salvi opened fire inside of two Boston clinics, killing two receptionists and wounding five other people.

Now, a 200-member law enforcement team searches the woods for a fugitive named Eric Rudolph, a member of the FBI's 10 most wanted list. Rudolph's name is associated with six bombing charges, including the Jan. 29, 1998 bombing of a Birmingham, Ala. abortion clinic that killed an off-duty police officer. In Atlanta alone, Rudolph is wanted for the two Jan. 16, 1997 abortion clinic bombings. Both occurred within one hour. He is also wanted in Atlanta for the 1996 Olympic Park bombing and the 1997 bombing of a gay nightclub. Statistics alone can show America that the more we murder and kill, the angrier people become, and they murder and kill in response. It's an endless cycle of disintegration of lives, largely because of the disintegration of tolerance in our society. Today, a time when there are web sites promoting violence and murder, we must contemplate solutions.

Anti-abortion sites are common on the Internet, but some, such as the Nuremberg Files, go as far as to give names, photographs and addresses of abortion providers. An eight-page list of abortion providers' names accompanies a heading illustrated with dripping blood, and often the names bear a black line through them, symbolic of a fatality. Slepian's name is crossed out by the black slash, as are David Gunn's and many others.

Many organizations that preach forbearance have already taken a stand on the rampant spread of intolerance across the country. The Anti-Defamation League (ADL) has started its fight with these web sites.

Politicians use the abortion issue as a magnet to gain votes in every election. Once elected, they do little with their power to restrict the violence surrounding abortion.

> The sound of sirens has drowned out the debate. The bullets are doing the talking for all of us.

Abortion needs to become more than a political tool. The turmoil surrounding clinics justifies the need for political action. Reproductive rights need to be a priority for education in America's schools. It has become an issue of violence and crime; discussion about what abortion is, how it works and how many react to it should occur in classrooms. Just as sex education is expected in curriculum, abortion education should be, too. Education and intellectual contemplation of an issue can be the very buffers to hate.

Right now, putting an end to the assassination of abortion providers is more important than the issue of abortion itself. Religious leaders must take a stand and show murder is against every religion, even those that condemn abortion.

Education is crucial to save lives of the many doctors and nurses who work in the throes of conflict every day. A moral war must be waged on the issue of causing death for the sake of being pro-life. Only when we all understand can we begin to terminate gunfire and allow each life to have its own dignity.

Curricular changes will improve achievement

BY NAJAH FARLEY
Co-editor in chief

The issue of African-American achievement is important throughout our community. The causes of the gap continue to be addressed throughout the nation. The *Washington Post* article addressed one of the probable causes for the achievement gap. Although there is more than one cause and solution to the problem of the achievement gap, one particular solution was not addressed within the article and hasn't been addressed in our community. This solution is Afro-centric/multicultural education.

Afro-centric education incorporates African heritage into all aspects of the educational process. This education promotes positive self images, faces of Africans and African Americans. Multicultural education uses the same approach and employs positive self images of all races and addresses traits of diverse cultures.

This educational approach works. I myself am the product of an Afro-centric education. Throughout my childhood, the education I received at home supplemented the education I received in school. At school I learned about George Washington, Julius Caesar, John F. Kennedy and many other white males or white male dominated societies. At home, on the other hand, I learned about Queen Yaa Asantewa, the Candace Queens, Sojourner Truth, Steve Biko, Imhotep and the ancient civilization of Kimet.

George Washington and the others, although men of merit, were still white men. How could I, an African-American girl, look up to or emulate them? They don't look like me or have any true connection to me. Most people probably recognized only two of the African men and women I named above, and yet, these were my heroes and heroines. I wanted to emulate Yaa Asantewa, queen of the Ashanti, who fought against the European invaders dressed as a man and refused to allow them to capture her land. I wanted to grow up and be like Imhotep, the father of medicine, who performed medical examinations before Hippocrates and was an architect of many monuments in ancient Egypt. African-American students in Shaker know when they are included in the lesson plan – ears perk up and everyone becomes more interested in what they are about to hear.

Shakerite artwork by Dan Moody

Schools in our nation are beginning curricula that are either race specific or multiculturally oriented. These school districts are taking direct responsibility for the part of a student's life they can control – the time they spend in school. Peer groups' roles in the achievement gap problem is undisputed, but how can any school remedy that problem? It's not within their control. I know many Caucasian peers who, along with their friends, party on the weekends. What motivates them to finish that paper is not that they are smarter. Nor are their friends nor their parents. The difference is they see themselves in the curriculum. They see themselves contributing to society in the same way that George Washington and Socrates did. They have a positive self image.

The achievement gap problem is far reaching and well discussed, but if we are serious about solving this problem then we must look at other avenues that fall within the school's control. This school district cannot continue to employ a curriculum that resigns African people and others to a marginal position within history. This disregard for education of all children should not continue. When all children can see themselves in the curriculum, the achievement gap will slowly but surely begin to close.

CENTERPIECE
November 25, 1998
SHAKERITE • PAGES 8-9

Affirmative Action Under Fire

Meet Derrick and Max, two hypothetical students at Shaker Heights High School. They are both among the top 2 percent of the seniors in their class and are waiting for any information about whether or not they were accepted to the competitive colleges they both applied to. The only obvious difference between Derrick and Max is that Max is Caucasian and Derrick is African American. Who will get in? And will their races make a difference?

Besides their grades and extracurricular activities, Derrick and Max have to worry about affirmative action. Centerpiece describes what these laws are and how they may or may not affect you.

Supreme law of the land?

LISA SAMOLS AND SHAILA SHAH
Centerpiece Co-Editors

By definition, affirmative action is a set of laws that takes note of historical patterns of racial discrimination and requires that businesses, public service occupations, unions and universities hire specific percentages of non-whites. Many people believe that it means just helping African Americans, but in truth it helps other minority groups, as well as females, to make up for opportunities lost in the past.

The first seeds of affirmative action were sown in 1964 under President Lyndon B. Johnson. The Executive Order 11246 was the beginning of affirmative action. Employers were urged to recruit minorities that met their credentials.

In the intervening years, affirmative action has been applied to most major colleges and universities also. But recent votes have shown a trend against affirmative action. Already, the California state universities have repealed affirmative action policies, as have the University of Chicago, the University of Washington and state-funded colleges in Texas, Mississippi and Louisiana.

Opponents of affirmative action say decisions based on race and color are unfair, even if they are intended to be beneficial to minorities.

Affirmative action also gives people the idea that minorities can't make it without the help of the law.

William G. Bowen, former president of Princeton University, and Derek Bok, former president of Harvard University, wrote in their book, *The Shape Of The River*, that without affirmative action, the probable white admission rate would only rise by about 1.5 percent. Bowen and Bok also believe that abolishing affirmative action would decrease the admissions of African-American students by at least half.

Another benefit of affirmative action is that according to studies, African-American students who have been accepted into selective schools due to affirmative action are more likely to go on to graduate school and eventually end up successful in their careers than their Caucasians counterparts.

GET YOUR APPLICATIONS READY: Many minority students depend on affirmative action to get into the colleges of their choice, but voters across the country are striking down such programs in their state universities.

Shakerite photo illustration by Lisa Samols and Shaila Shah

Schools respond to affirmative action

BY RACHEL HUTT AND JULIE REDLINE
Saff Reporters

A hot political debate has been raging in recent years over affirmative action in college admissions.

Each university interprets affirmative action in different ways. Some set quotas of each race they are willing to admit each year.

Other schools use pools of people classified by race, ethnicity or gender and then compare applicants from each pool against each other only and not against the broader applicant population. For instance African Americans are only measured against other African Americans and Caucasians are only measured against other Caucasians.

Other universities do not use quotas or pools but instead step up efforts to recruit and enroll minority students.

Many representatives from local universities were hesitant to discuss their schools' policies on affirmative action. All emphasized the desire for a multiracial student body, but avoided releasing specific information detailing how their schools achieve it.

Case Western Reserve University is among the colleges that strive for diversity.

"We do want a diverse class," said Robert McCullough, from the admissions department at CWRU, "but we do not have quotas or anything."

Institutions seek diverse student bodies to better educate everyone, according to Eileen Blattner, guidance department chairperson.

"Most colleges will say they want more diversity because it benefits everyone," Blattner said.

"I think that affirmative action is a good opportunity for those who would otherwise not be able to go to the college of their choice," senior Michelle Williams said. "However, I think it is wrong for black people to take advantage of affirmative action who don't feel they should work hard and put in the effort. It's also wrong to accept minorities into colleges who have the wrong credentials, but the right color."

Senior Robin Johnson said, "In general, I support affirmative action, but on a personal level I do not want to be a certain percentage of the minority population needs to get in."

Others concerned with college applications do not support the affirmative action movement on the basis of gender or race.

"I don't think it's necessary," senior Carolyn Shook said. "Whoever deserves to be there should be there, but it's going to help me because I'm Hispanic and I'm a woman.

> "Most colleges will say that they want more diversity because it benefits everyone."
> -Eileen Blattner, guidance department chairperson

Evening the odds or keeping opportunities uneven?

POINT

Affirmative action is a much debated topic. Nearly 30 years after the Bakke case made the factor of race admissible in college admissions, affirmative action has again come to the forefront of the news. Most recently, its effect on college admissions is under scrutiny with the two-year anniversary of Proposition 209, California's referendum to repeal affirmative action. The debate over the effectiveness of affirmative action also has new allies in the book *The Shape of the River* by Derek Bok and William Bowen and a study by Harvard sociologist Barbara Reskin.

The Reskin study looked at the existence of racism in employment and the prevalence of affirmative action in American firms. This study found racial discrimination was still prevalent in employment. It also reported that less than half of American firms engage in affirmative action. *The Shape of the River* concentrated on the role of affirmative action in college admissions. This study found that of 700 African Americans who entered selective schools in 1976 with the benefit of affirmative action, 225 went on to obtain professional or doctoral degrees, and more than 300 became civic leaders.

As a senior in high school the prospect of applying to college and being accepted or denied is a monumental one. The news of who is applying where is a source of gossip and discussion. Along with this good-natured ribbing is also the phrase, "Oh, you're applying to (insert name of prestigious university); you'll get in because you're (insert minority)." This type of conversation is typical and even anticipated. I believe this gets to the very heart of why affirmative action is still needed – society's views are still very much unequal.

The belief that without affirmative action all admissions would be totally equal is a joke. Thirty years of affirmative action cannot make up for more than 300 years of oppression, inferior education and inequality. Already, students in this high school, which prides itself on diversity and recognition of all talents, have proclaimed minority students incapable of competing against their majority classmates. Case after case has proved that without affirmative action the rate of minority acceptances at colleges and universities falls dramatically. In 1997, The University of California-Berkeley accepted fewer than half as many African Americans, Latinos and American Indians than they accepted in 1996. The Hopwood decision in Texas, which removed affirmative action from its public universities, left the University of Texas with fewer minority applications as well as enrollments. Both proposition 209 and the University of Texas are well known examples of what removing affirmative action can do.

The non-statistical results of affirmative action are really the ones that are the most far reaching. The gap between Caucasians, African Americans and other minorities continues to widen. College will not be the last time students come in contact with cultures, traditions and thoughts so widely different from their own. This kind of interaction in college is irreplaceable. Affirmative action makes it possible for the inner-city high school graduate who never took an AP course to attend Harvard, or a Latino student who graduated from Shaker with a 1000 SAT to attend a selective university. The helping hand lent to minorities is necessary to keep us all in the game.

-Najah Farley

COUNTERPOINT

Affirmative action is a program created to be beneficial to minorities, who have historically been denied opportunities. It was intended to dismantle the racial problems caused by homogeneous work environments and designed to diversify the classroom and workplace to include people whose varying backgrounds would enhance everyone's experience and make people see that minorities are intelligent and hard working.

Unfortunately, any legislation that intends to change people's values will inevitably fail. While laws may change people's superficial behavior, they cannot change people's deeply rooted beliefs, no matter how unjustifiable. Affirmative action is a mandate of this nature – created to solve a moral problem, one which cannot have a definite solution. Forcing universities or employers to set aside a certain number of opportunities for minority candidates is an order that cannot be enforced without serious social consequences.

One such consequence is that affirmative action implies the minority is not able to gain success without help. This singles minority groups out as inferior to the majority. And the perception that minority populations have more opportunities than Caucasians leads many Caucasians to feel resentful. The resentment grows with each thought of "I would have had that position, but they had to give it to a minority." Such attitudes are detrimental to the process of overcoming prejudice.

Another obvious drawback of employing affirmative action is that denying someone an opportunity today in order to make up for a historically denied opportunity is neither practical nor fair. It is impossible to calculate the lost opportunities for minorities. If affirmative action won't change society's opinion about minority potential, then how will we know when all past wrongs have been righted? It seems as if voters in Washington and California are convinced the programs have run their course, but who is to say when equality has been achieved?

In some cases, jobs go unfilled because quotas mandate they be filled by qualified minority candidates. These candidates can be hard to find and, by virtue of their scarcity, even harder to secure. For instance, a public university seeking a professor will advertise for a minority candidate. While the search goes on – and it can be lengthy – the position goes unfilled, even though qualified non-minority candidates are available. Everyone suffers as a result, and a program designed to bolster fairness for some people causes hardship for others.

Another drawback of affirmative action is that no matter how successful a beneficiary of a quota becomes, he or she will forever suffer the doubts of colleagues who can't get past the fact that affirmative action brought him or her there. It was perhaps this consequence that brought about Supreme Court Justice Clarence Thomas' rejection of affirmative action. Thomas, who himself benefited from affirmative action programs, later spoke out against them. Thus, a program intended to be a catalyst for growth of the individual and the group becomes instead a lingering obstacle toward achieving respect and equality.

Many minorities who distinguish themselves without the assistance of affirmative action are also subjected to negative judgments. In a society where affirmative action is sometimes applied, all minorities bear the brunt of criticism from a majority that feels their opportunities have been diminished. It is unfair to saddle minorities with this prejudice, especially if they never even benefited from the program.

Perhaps voters in Washington and California are pointing toward a growing sense of responsibility among Americans who are ready to recognize individuals for their gifts rather than their minority status. It may be that more than 34 years of government-mandated equality are not enough to change society. The key to change rests within every individual's ability to respect and value difference as a source of strength rather than a cause of inequity.

-Allison Pollock

The Billboard top 10 albums for the week of Nov. 21, 1998

1. Supposed Former Infatuation Junkie-Alanis Morissette
2. The Best Of 1980-1990-U2
3. Vol 2...Hard Knock Life-Jay Z
4. These Are Special-Celine Dion
5. Belly Soundtrack-Various
6. N Sync-'N Sync
7. Mama Drama-Mia X
8. Enter the Dru-Dru Hill
9. Come On Over-Shania Twain
10. The Miseducation of Lauryn Hilll-Lauryn Hill

Shakerite Source: Billboard Magazine

Teletubbies take over

They dance, they sing, but what are they?

BY LIA SILVER
Staff Reporter

They're the newest toddler trend, the hottest show since *Sesame Street,* and the toy stores are wild about them — they're Teletubbies!

The British born, alien-like babies have taken America by storm ever since their April 6 debut on PBS. This coming holiday season, retail sales of Teletubbies trinkets are estimated to reach up to $600 million and up to $2 billion within 12 months.

What makes the Teletubbies – Tinky Winky, Laa-Laa, Dipsy and Po – so appealing? Many would have to agree that it's their colorful, cuddly appearance and the way they converse in baby talk. Others just like to see the big babies dance, march and play games with each other.

The creatures' language is designed to appeal to toddlers. Few words are intelligible, and most are repeated in what seems like an endless litany of coos and giggles. The four actors who play the Teletubbies run, tumble and jump around an obviously artifical outdoor set that features hills, dales, flowers and live rabbits. Occasionally, the quartet scrambles inside its homebase, an installation that resembles a spaceship.

SAY WHAT? The talkingTeletubbie Po was the center of much controversy. However, merchandise sales in the millions show many still love them. *Shakerite photo by Aaron Viny*

One episode taught about washing. Each Teletubby took turns washing with a sponge as the gentle-voiced narrator said, "Wash, wash, wash. Wash, wash, wash. Tubby, Tubby, Tubby, Tubby, wash, wash, wash."

"The repetitiveness is pretty annoying," said sophomore Kelly Baker, who said she watches the show with her young cousins. "They just say things over and over again. I thought that it was good for 3- or 4-year-olds, but it seems like a 5-year-old might even get bored by them."

Younger viewers don't seem to mind, however.

"I like them because they're cute, weird looking, and different," said Halle Morse, a sixth grader at Woodbury Elementary School. "I have a Teletubby bean bag thing, and I want to get one of the talking stuffed animals."

However, the opinions of high school students seem to differ. "I think they're annoying looking and they piss me off," said sophomore Matt Murray. "I also think that parents who buy them are wasting their money. Their kids might like them now, but in the long run they are not going to use them."

> "I think that Teletubbies are just a phase for little kids."
>
> -Lauren Abrams, sophomore

Many students don't think the fad is going to last.

"I think that Teletubbies are just a phase for little kids. Kind of like Barney was," said Lauren Abrams, 16.

The silly critters aren't going to stop with just a TV show and a bunch of toys — they're coming out with a new CD. *Teletubbies: The Album* is full of all sorts of music from various episodes of the series. It includes the British No. 1 hit "Teletubbies say 'Eh-Oh.' " Other banjo and oboe-filled rhymes and tunes include "Dipsy's Fancy Hat" and "Puddle Dance."

Despite their phenomenal popularity, a few adults were not so pleased with the talking Teletubbie dolls, made by Playschool. A number of worried parents began lodging complaints that the Po doll said, "faggot, faggot." The doll is actually saying "fiddet, fiddet," the Cantonese words for "faster, faster." Some toy stores have pulled the dolls from the shelves until the confusion is cleared up.

A few students believe that Teletubbies are simply a money making scandal.

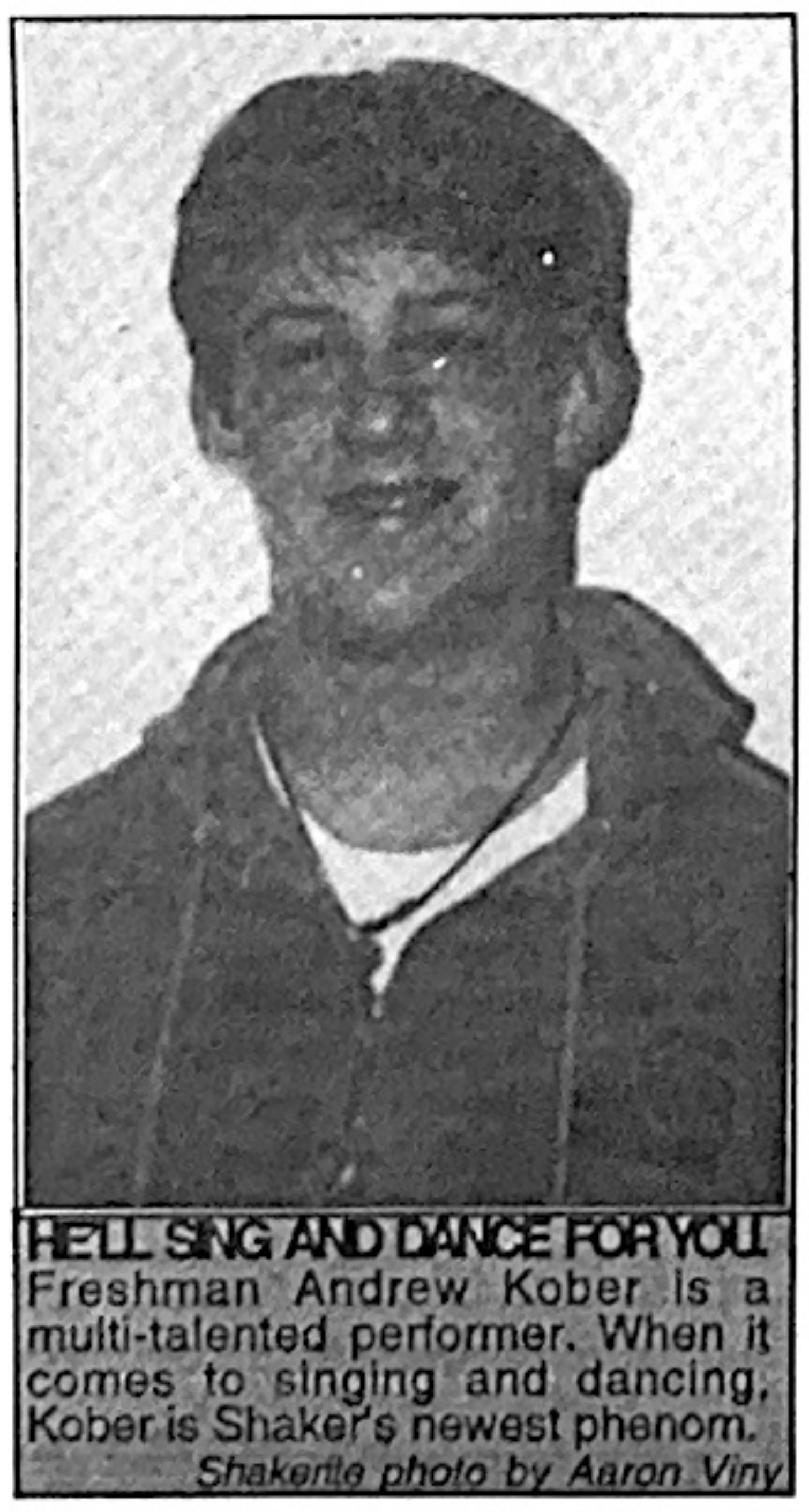
"The Euro-business that makes these thought they could make money selling the things in America," Murray said.

But not all of SHHS thinks they're completely bothersome.

"My cousin showed me her toy Teletubby," said Baker. "I think they're kind of cute."

Raider of the Month

A&E Style



HE'LL SING AND DANCE FOR YOU. Freshman Andrew Kober is a multi-talented performer. When it comes to singing and dancing, Kober is Shaker's newest phenom. *Shakerite photo by Aaron Viny*

SCOTT MARTIN
Staff Reporter

Although it is rare for freshmen to be in a cappella choir – and unheard of for them to be in the exclusive Chanticleers – one Shaker ninth-grader has cleared both hurdles.

Enter Shaker's latest singing phenom, Andrew Kober.

"Last year was my first year in choir," Kober said. "I started choir in the eighth grade when my friends told me that I was pretty good at singing."

Good indeed. After being presented the Katie Galvin Award for Excellence in the Arts as an eighth grader, the talented tenor came to the high school with opportunities in front of him. Kober was told by Dr. Robert Schneider, head of the Shaker Heights High School music department, to try out for the a cappella choir. Kober did and made it. Later he was told by Dr. Ron Morgan, director of Chanticleers, to give Chanticleers a shot. He made that group as well.

In addition to the two larger groups, Kober is one of eight members of the all male Eclectic Octet. This a capella group performs at functions such as the Ohio Music Education Association's contests and other school events.

Kober has also been active outside of school. He has performed in the Heights Youth Theater for three years now, where he just finished playing the role of Gepetto in a '90s version of *Pinnochio,* his sixth performance. Kober is currently in the musical *Joseph And The Amazing Technicolor Dreamcoat.* He plays Simeon, one of Joseph's brothers.

The young singer also enjoys some of the more simple pleasures in life, namely food and television. He enjoys pizza from Pizzaz and his favorite TV show is *Seinfeld.* Kober also enjoys watching baseball on television. His favorite team is not the Indians, but rather the Yankees.

Kober offers some tips to would-be vocalists: don't consume dairy foods or chocolate before singing, sit down in a quiet place before a performance to help calm nerves and remember, stage fright usually goes away after the first few minutes.

As for being a closet soloist, Kober readily admits to singing in the shower. "All the time, as loud as I can!"

REVIEWS

BY NATE LEVIN
A&E Editor

MUSIC

No Security - The Rolling Stones

The Rolling Stones' new album, *No Security,* is the newest installment in the Stones live album catalog. For the umpteenth time the Stones have ended a tour by releasing an album of tracks from their shows. This album features Stones classics and new Stones hits. Also, for the first time, the Rolling Stones sing duets with some of rocks biggest stars. Songs featuring **Dave Matthews** and **Taj Mahal** are included on the album. However, this album may only be appreciated by die-hard Stones fans.

● ● ● *Out of four*

The Imperial - Flipmode Squad

Busta Rhymes and his entourage of rappers debut as the **Flipmode Squad.** Their long awaited and much anticipated album is finally finished in the form of *The Imperial.* The album includes the more popular tracks "Everyone in the Line Outside" and "Everything," which set the standard for the fast-paced, hip-hop sound of the rest of the album. Unfortunately the album leaves much to be desired in the group's creativity. The album probably would have an all around better flow if it had been made solely by Rhymes.

● ● *Out of four*

VIDEO

Armageddon

A huge meteorite is on a collision course with earth, threatening to end all existence on the planet. It's up to **Bruce Willis, Ben Affleck** and **Liv Tyler** to stop the deadly rock and save the world. The film's magnificent special effects and star-studded cast clearly put this film as the front runner of last summer's natural disaster films. The film's soundtrack topped the charts for many weeks as it contains tracks from Aerosmith, including the smash "I Don't Want to Miss a Thing."

● ● ● *Out of four*

The Wedding Singer

Former *Saturday Night Live* star **Adam Sandler,** the man who will forever be linked to Hanukkah, stars in one of last winter's biggest hit. Sandler plays Robby Hart, a local wedding singer. His life takes an unexpected turn when he becomes close with a waitress played by **Drew Barrymore,** after he is stood up at his own wedding. The film is set in the mid-1980s and is filled with several '80s clichés and stereotypes. *The Wedding Singer* stands with Sandler's other comedy hits, *Billy Madison* and *Happy Gilmore.* Besides, how can a movie featuring 80s rocker **Billy Idol** be bad?

● ● ● ● *Out of four*

Where the air is *still* sweet

Sesame Street turns 30

BY NATE LEVIN
A&E Editor

Friends, let's flash back to when life was much easier. When mommy or daddy made you lunch everyday, when a Happy Meal was enough to constitute a feast and when your baby-sitter was your worst enemy. Most importantly, how can we forget the one constant since the beginning of our lives, other than our parents.

Shakerite photo by Sarah Ronis

One of the most cherished shows of our time, *Sesame Street,* turns 30 this season. That's right, Big Bird, Bert, Ernie, Cookie Monster and the rest of the gang from 123 Sesame Street is now entering it's third decade.

Sesame Street, the award winning children's show, debuted in 1969. The show was initially funded by grants from the Carnegie and Ford foundations, along with money directly from the federal government.

The show began as an attempt to teach inner-city children the alphabet and counting as well grammar and the always important art of cooperation.

Since then the show has explored other realms of child development. *Sesame Street* took preschoolers through warm-hearted explanations of death, adoption, marriage and the unexpected moving away of a friend.

Other than the educational value that is attached to *Sesame Street,* no one will argue the show's high levels of lighthearted, clean entertainment that can be appreciated by young and old alike. *Sesame Street* is something that more than one generation has been able to share, something uncommon in today's world of short-lived fads. Many adults may not see the humor or creativity in shows like *South Park* as many of today's teens do. However, both generations can cheerfully accept the fact that Big Bird has been six years old for the last 15 years.

The show's creator Jim Henson was asked to produce the characters for the show after word spread of the large profits that companies were making after using Henson's "Muppetts" in ad campaigns. Henson's characters were a hit and have become some of the most sought after icons of the 20th century. We all remember singing along to "Rubber Ducky" with Ernie, or sympathizing with Big Bird after the death of Mr. Hooper.

The show that forever related the letter "C" to cookies, that introduced us to the nearly- extinct Snuffleupagus, that made us laugh every time Super Grover crashed into garbage cans and that taught us it's not easy being green, is now officially in a new insurance category.

Let us raise a glass of apple juice to our dear friends at *Sesame Street* - our pals who have been with us all our lives - to wish them luck in educating and entertaining the world for another 30 years.

Parental guidance required

Students confused over theater rules

BY MERYL KRAMER & ROB RAINS
Staff Reporters

For weeks, all he saw were trailers for that upcoming scary movie. He waited in anticipation for the film's release date, and when the date came, he was first in line. As he asked for one ticket to the movie he had been waiting for, he was crashed when the cashier laughed at him and turned him away.

Our friend Joe Moviegoer was shut out because he did not meet the film's age requirements.

Movies have come a long way since silent films. Today's movies prove to be beefed up in all forms. This is where the rating system comes in. The system rates movies based on content, language, etc., according to Pat Carothers, manager of Regal Cinemas Mayfield 10.

Movies keep pushing the limits, and the rating system keeps stretching. It seems more and more kids today, no matter what age, will see whatever they want.

The rating system does nothing, according to senior Mike Jacobson. "I think that movie ratings are important. Parents should be an active part in seeing what their child should be seeing in a movie theater," said Jacobson, an avid moviegoer.

The Motion Picture Association of America, the trade association for the film agency founded in 1922, rates movies according to their policy. It's original policy was to remove scenes in movies (then silent) to portray a good image of the film industry.

G stands for general, which means nothing in the film would offend young children or their parents. PG, or parental guidance, films are for any age with the warning that parents may want to attend with their children.

PG films may contain some swearing, but no vulgar scenes. Children of all ages are permitted to see films with either of these ratings without parents.

PG-13 is for people 13 year old and over. If they are younger than 13, parental consent is needed, Carothers said. "Parents are urged to be cautious in PG-13 rated films."

R stands for restricted, and children under 17 years old are not permitted without consent of a legal guardian. NC-17 stands for "no children under 17.

" R has much more swearing and NC-17 has more sexually explicit scenes," Carothers said. NC-17 replaced the X rating five years ago.

Many students have their own opinions of how just or unjust the rating/admittance policy is.

"The ratings are a good idea, but I think it should be the person's choice whether or not they can see it, not the movie theater's choice," Elizabeth Arsham, a freshman, said. "People can miss out on a good opportunity to see a good movie."

Carothers said that Mayfield 10 tries very hard to follow these ratings. "Every so often we get complaints, because some kids look older than they are."

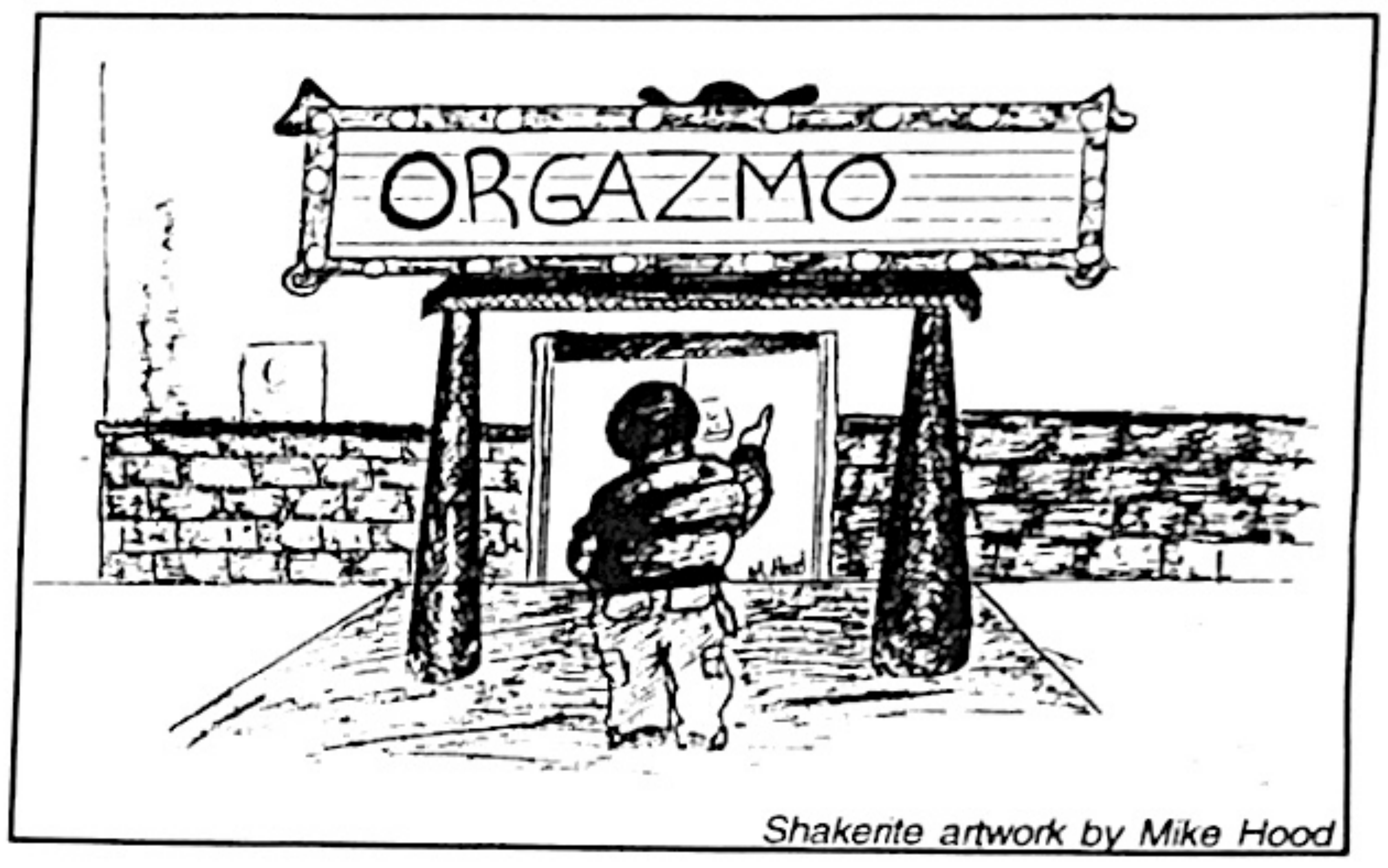
"I think ratings are a good idea because they let people know what sort of movie it is. I don't think that they should allow certain age groups in," said Katie Klein, a freshman. "I think it's the person's choice."

Freshman Sarah Lissauer said, "I think people should rate movies themselves based on their maturity."

Mayfield 10's policy is to stick closely to the film's suggested policies, Carothers said.

However other theaters do no adhere to the industry guides.

The Colony 5 at Shaker Square admits 16-year-olds into movies with an R rating, according to assistant manager Tameka Carr.



Shakerite artwork by Mike Hood

Let's go *sneak* into the movies

Students beat the system to spy the flicks they want

BY MERYL KRAMER
Staff Reporter

It is a pastime that has existed since the first dirty movie hit the silver screen.

Never ones to allow a silly policy to get in the way of entertainment, some students will do anything to get into a movie that has been deemed inappropriate for their age group.

Many students' tactics are extremely simple. They buy tickets for a movie the Motion Picture Association of America has decided they are mature enough to see. Then, they just walk right into the R-rated movie – a film that is off limits to them according to theater policy.

According to Shaker students, beating the system is a piece of cake.

"I've never really been stopped, except once at Mayfield, and we came back 10 minutes later to a different window and a different clerk sold it to us," said junior Ygal Kaufman.

"It all depends on if it's a guy or a girl and if they've had a good day or not."

"I snuck in because I wanted to be rebellious," said sophomore Andy Molloy. "Some lady that worked there got rowdy with me."

"We try to stop it from happening," said Debbie Harsh, manager of the Colony 5 at Shaker Square. "Cashiers won't sell tickets for R-rated movies to children under 16."

"I bought a ticket for *Dr. Doolittle* and went into *Something About Mary*," said Marissa Grossman, a freshman.

"It was at the Colony 5 and they are normally lenient about it, but a kid before me about the same age as me tried to buy a ticket for it and they wouldn't let him."

Sophomore Veronica Harper claims that the system at Solon Commons theaters is stupid.

"I went to see *Scream* with a friend and then she went back to see it again and they wouldn't let them in," Harper said.

Feliz Terry, a senior, took her younger brother to see *Pocahontas.*

"*Pocahontas* was rated G, and I was with my little brother and I didn't want to see it, so I went to see *Friday* and brought him with me," Terry said.

Jasmine Webb, a senior, said that she asked a perfect stranger to buy her a ticket, and he did. Webb remembers that it happened when she was around 12 or 13 years old.

"I'm not saying that it doesn't happen, but our procedure here is pretty tough," said Harsh, who is one of the people who stops kids from trying to sneak into R-rated films.

Harsh said that sneaking into R-rated movies is not against the law, but it breaks the Motion Picture Association Academy rules of rating systems. Ducking into the grown-up theatre won't get you in trouble with the law – unless you see your parents there.

WHAT'S GOING ON?

~Ekoostik Hookah
The Odeon, November 27-28

~Jason Bonham
Agora, November 27

~Sheena Easton
Palace Theater December 1

~Grease On Ice
Gund Arena, December 1-2

~'N Sync
CSU, December 4

~Kiss
Gund Arena, December 6

~Boston Pops
Gund Arena, December 10

~Amy Grant
Gund Arena, December 11

~K's Choice
Peabody's, December 11

~Big Bad Voodoo Daddy
The Odeon, December 12

~Aerosmith
Gund Arena, December 15

Your monthly fortune cookie*

Lucky Numbers – 3, 9, 18
Learn Chinese – *Yu* (n.) rain; *Wo hen-hao* I'm fine
Fortunes – A happy event will take place shortly in your home.
You are the guiding star of his existence.
Someone you love will finally see you in the light you want to be seen in.

* *Fortune cookies were invented in New York City at the turn of the 20th century*

GOT THOUGHTS?

Welcome to the *Twilight Zone.* Imagine if you will, girls obsessed with a pop icon, torturing an innocent employee of a small toy store. This is my story.

When I got my part time job at Playmatters, I had no idea what I was in store for. I was responsible for leading kids' birthday parties. However, no one told me about the risk to my mental health.

Shakerite Photo by Sarah [illegible]

JESSE GRIFFITHS
Feature Co-Editor

Normally kids are the epitome of cute. Sadly though, there's one kind that defies adorable: A Spice Girls Fan.

I had an encounter with 10 demonic Spice fans. I remember it like yesterday (cheesy music and fade to flash back).

I was working the birthday party. I was in a surprisingly good mood for 10 a.m. on a Saturday morning. I entered work and greeted my boss, then made the descent to where the party was, the basement. Thirty minutes after I started cleaning and vacuuming, the birthday "girl" arrived. Let's call her Lucifer.

While talking to Lucifer's mom, I heard a disturbing fact: the party I was about to embark upon, was (gasp) devoted to the tribal worship of the Spice Girls, replete with paper plates, candies and music all featuring the five singing floozies.

The party started OK, except for the fact that all 10 girls were sporting shirts that made references to the spice strumpets. However, after 30 minutes of back to back "Spice Up Your Life," I found myself going deaf and losing what was left of my sanity. At this point I pondered my options:

A) Kill! Kill! Kill!
B) Humor the misguided girls.

Though tempting, the first option posed a problem: what would I do with the teenybopper bodies? So I decided upon the less appealing, second option.

I decided that I would play their game, and we eventually made a treaty: they would stop singing, and I would be referred to as "Crafty Spice" (a reference to the craft I was helping with).

They reneged on the deal when they realized that the paper plates had the Spice Girls on them. All 10 junior Jezebels ran off, happily singing, to wash all the cake and melted ice cream off. The plates were obviously treasures that would be worth money one day.

When the paper plates were cleaned, they moved on. Each little demon played the role of one of the spice trollops, reenacting their favorite song over and over and over and over and . . .

Next they played Twister to (If you) "Wanna Be" (my lover) – a disturbing message and a disturbing thing to listen to 50 times. I decided it would benefit them if I changed the music. I changed the tape. It didn't fly well.

They began to melt. I didn't want to clean up the mess, so I put the Spice racket in, and instantaneously, the little girls were restored to their original form.

Alas, they plotted against me. The party ended with an act of hate, with the intent to kill. I found myself in a corner, surrounded by 10 little girls beating me with my own socks while chanting "Girl Power" in a devilish murmur.

Such incidents ruin the lives of many innocent bystanders every day. Although such a staggering case is believed to be unimaginable, it is in fact the truth, the truth that only the *Twilight Zone* knows . . . doo doo doo doo.

The truth is up there

Ever wonder what lurks on the mysterious fourth floor?

BY ZACH WEIL
Computer manager

Skeletons of failed school board candidates.

Ghosts of Raiders past.

The paper trail of educational excellence.

No students' school experience would be complete without joining in speculation about what horrifying relics live in their buildings' off-limits areas. Boiler rooms, basements and storage areas are always up for analysis, prompted only by students' inability to access them.

Shaker students are no exception. Their theories attempt to describe just what lies beyond the locked gate to the fourth floor.

Shaker is a building of long hallways and seemingly countless staircases. One leads to the building's fourth floor – a place most students know exist but few know why.

Theories of what's on the fourth floor are fueled by the custodial staff's demand that neither students nor teachers make the ascent.

Because they can't see for themselves, generation after generation of students perpetuates the question: what controversial secret lies dormant beyond the gate?

Lee Hart, an English teacher, took her students on an in-class expedition through the school in celebration of their study of the *The Odyssey.* They traveled to many exotic locations throughout the building, but when it came time to visit the forbidden fourth floor, they were allowed only to the top of the stairs.

"All I could see was a dark room and a lot of dust," said junior Paul Nadeau, a voyager on the in-class odyssey.

Opinions on the role of this mysterious place are wide ranging. Many students find the fourth floor to be a great topic for discussion. Crazy, science-fiction type ideas are not lacking in the halls of the high school.

"There's ghosts up there," said junior Molly Nackley. "Everyone knows that."

Junior Ben Cahen thinks of the fourth floor as a utopia for wrestling and music fans alike. "One of those bands plays up there," Cahen said. "Either that or they have a big wrestling ring. Yeah, that must be it."

Leave it to a teacher, however, to offer a political explanation.

"When people run for a seat on the school board and lose the election, they send them up there," Latin teacher Robert White said.

Noting that storage space is hard to come by in this building, junior Chris Strom suggests the fourth floor houses administrative by-products

"They must send all the old paperwork, canceled paychecks and old report cards up there," Strom said.

In spite of these wild explanations that rival any of Fox Mulder's best conspiracy theories on the *X-Files*, the fourth floor, although secured by lock and chain, houses nothing but the guts of the school's ventilation system.

The area is nothing more than storage space for the high school's ventilation system. It also provides access for repair and service of the school elevator.

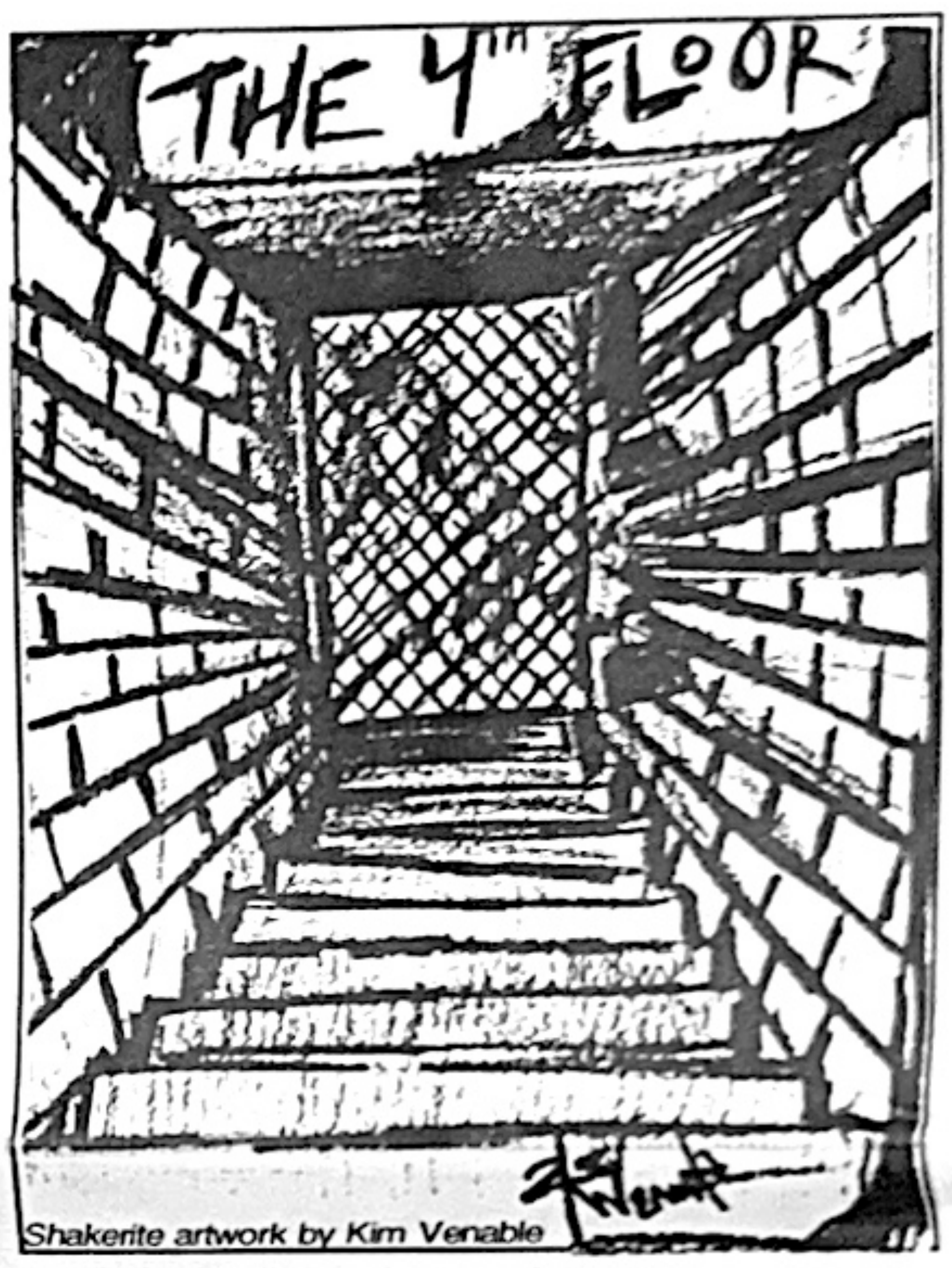
Because the area is full of insulation and dust, it's considered a health risk, according toChief Custodian Tim Bates.

Bates himself expressed dislike of the dusty, attic-like room.

"I only come up here once a week to check the equipment," he said. "There's no other need for me or anyone else to be up here more than that."

In spite of this plausible explanation, it's doubtful that students will give up their speculative habits. Kids will continue to dream about whose body lies under the inches of dust, as well as how and why it's there.

"I don't care what they say. It's still where they put the bad PTO members," said junior Jacob Feitler



Shakerite artwork by Kim Venable

We have a fourth floor!
-Josh Engle, sophomore

There are three things up there: The four other members of the Jackson Five, four mutant teenage turtles who have mastered the art of Ninjetsu, and Ben Atwell.
-Ben Eddlestine, junior

I think its like in *My So Called Life* where people go and make out. -Isaac Gert[illegible], senior

I just have this weird feeling something really bad went down up there. I don't know what it is, and maybe I don't want to. -Allie Kovach, junior

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Tell tale trivia

Thanksgiving was originally:
a) Celebration for a great harvest in the new land
b) Thanks for giving us your land, suckers!
c) To make those blasted turkeys pay for that annoying gobbling noise

We weren't allowed to take pictures of the fourth floor because:
a) The vampires live there, everyone knows you can't take pictures of vampires.
b) There is no fourth floor
c) That really *is* where they keep the dead bodies.

Shaker lost the playoffs because:
a) Recruiting
b) Shaker was perplexed by the Ignatius cheerleaders.
c) Recruiting

Teletubbies are so trendy now because:
a) How could you not love something that inspires a cult?
b) Everyone loves profanity in disguise.
c) College students need something to watch while doing, uhhh, home work.

- compiled by Jesse Griffiths

Beef: it's NOT what's for dinner!

Fewer students are flesh eaters these days, as vegetarianism takes root

BY BETH DOLINSKY
Copy Editor

Everyone remembers that old commercial starring the cute old lady who wonders "Where's the beef?!" Nowadays, though, this commercial appeals to less of the population, because fewer people care about the beef, and are instead, interested in the carrots.

Imagine coming home and finding out that you were eating your dog for dinner. You wouldn't be able to bear the thought of eating poor Spot. But a juicy steak is just what you've been craving, right? For some, it's not. Instead of subjecting animals to cruel treatment, vegetarians choose a meat-free diet.

According to the North American Vegetarian Society (NAVS), "Vegetarians abstain from eating all animal flesh, including meat, poultry and fish or other sea animals." Vegans do not eat any animal products. Some vegetarians still partake in such things as cheese and eggs. Vegans don't eat anything that came from an animal – not even milk.

Recently, the number of vegetarians, especially among teenagers, has increased dramatically. However, many vegetarians feel that the development of vegetarianism as a trend is detrimental to its purpose.

"I'm confounded by the fact that people are becoming vegetarians merely because it's a fad," junior Sarah Frisof said. "The decision to not eat meat is a drastic one, and one that requires a lot of thought."

Freshman Maggie Elliot agreed. "I don't really care if other people are vegetarians and it's good to get the knowledge around, but it's stupid to do just because it's a trend," she said.

Most vegetarians abstain because of a concern for the rights of animals.

"[I am a vegetarian] in protest of the cruel killing of animals," junior Aaron Dibner-Dunlap said. "But it's also a really good tool for having a healthier diet."

Senior vegetarian David Pearson agreed. "It's much more healthy because all of the protein that people claim they get from meat turns into fat."

"[Vegetarians] are healthier and more sympathetic to animals," said freshman Missy Hendrick, who is not a vegetarian.

The lack of fat intake is healthier for the human body. However, vegetarians have to be careful about what they eat. There are proteins unique to meat products. When they have not been eaten or digested by the body for long periods of time, the immune system becomes sensitive to them. When the body is not used to the proteins, even the smallest traces of them can cause discomfort or even sickness.

Vegetarians cite other reasons for abstaining from meat. One such reason is because of a concern for the environment and its misuse. "I have a big problem with the meat industry," Frisof said.

Frisof argued that humans could be better fed on grain than meat. Likewise, the NAVS report states that "1.3 billion people could be fed with the grain and soy beans eaten by U.S. livestock."

Despite these arguments, many disagree with the reasoning for eating a vegetarian diet.

"I personally get very annoyed when vegetarians try to claim they don't want to hurt the animals," junior Jeff Rosenberg said. "If we raise animals to be slaughtered, what is the difference?"

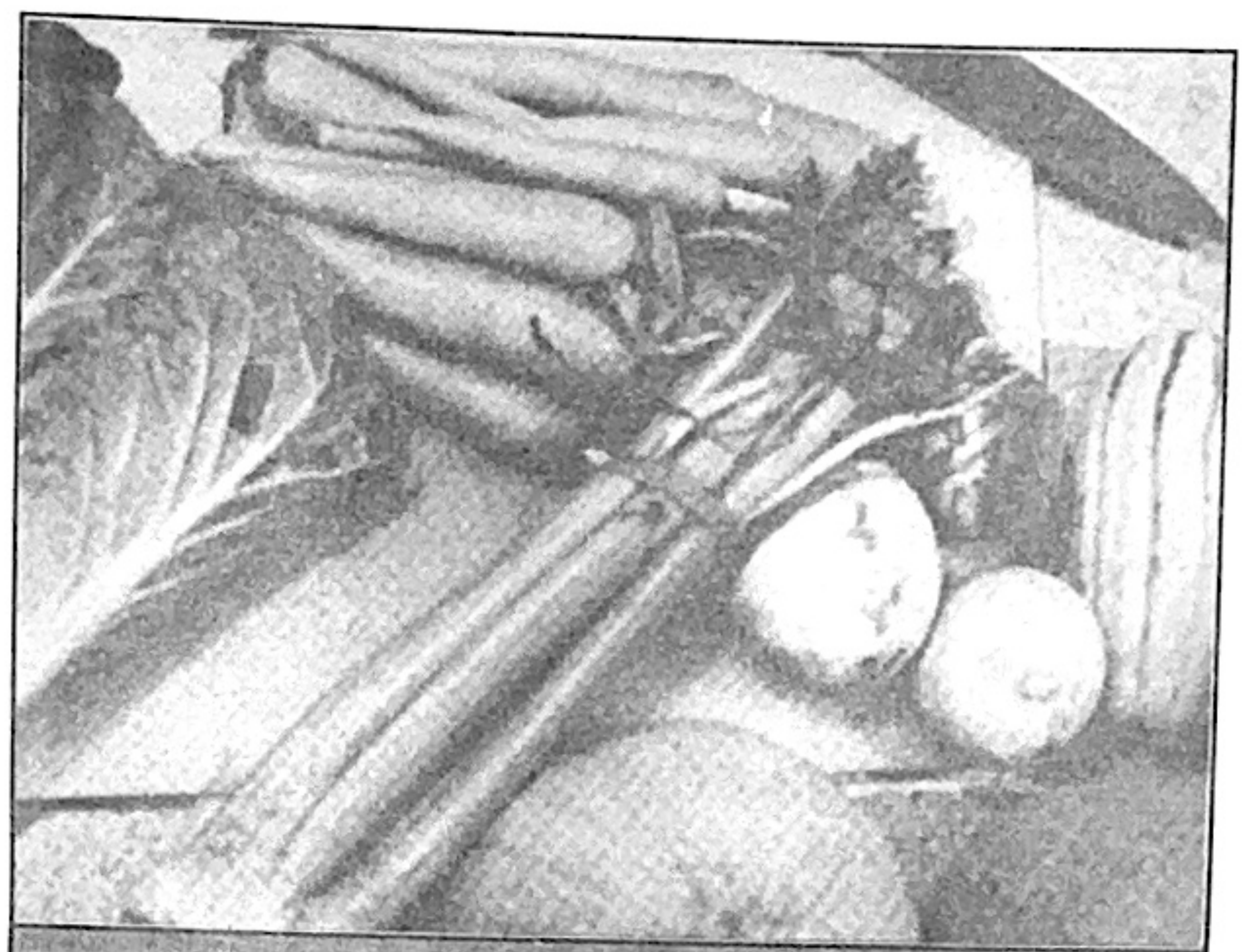
Other arguments against vegetarianism include the need for a balance in vitamins in the diet.

Some, such as iron, calcium, vitamins B12 and D, are more easily attained through animal products. Still, vegetarians find ways to obtain their necessary nutrients.

"I take a multivitamin every day to ensure that I'm not getting undernourished," Dibner-Dunlap said.

Most of all, vegetarians emphasize that their diet isn't a whim.

"It really bothers me when I meet people who profess to be vegetarian but eat chicken, fish and oh yeah, the occasional burger. If you're going to be vegetarian, be vegetarian," Frisof said


DINNER TIME: More and more meatless options are finding their way into students' vegetarian diets.
Shakerite Photo by Sarah Ronis

I'm dreaming of a vegetarian Thanksgiving

No Thanksgiving dinner is complete without gravy. However, most gravies are made with meat. Here is a gravy recipe that requires no meat and is perfect for that vegetarian Thanksgiving you have been dreaming of.

What you need:
1 small onion
4-5 mushrooms
1 clove of garlic
1 Tablespoon of butter
1 1/2 cups of vegetable broth
up to 1 cup of cream or milk

What you do:

Sauté onions, mushrooms and garlic in butter

Add flour and mix until absorbed

Pour in vegetable broth and stir until warm

Add cream or milk and stir

Let boil, keep stirring until gravy reaches desired consistency

Makes 2 cups
For a tasty, animal friendly Thanksgiving, or if you just want to try a new dish, go to **www.cs.cmu.edu'~mjw/recipes/vegetables/vegetarian/vegetarian.html.** Here you can find recipies for that turkeyless feast you've been dreaming of.

-Information compiled by Jesse Griffiths

FACES IN THE HALL

Name: Thomas L. Hughes
Teaching assignment: Teaching assistant
Previous teaching experience: Teaching assistant in Minneapolis Public Schools the past three years.
Best piece of advice: Be patient, respect your elders
What animal would you be: I would be a lion because then I could be king of the jungle
Craziest thing you did in high school: Sneak my mom's car out to go to a party
If you could be a fairy tale character who would it be: Snoopy "Joe Cool" or Top Cat mainly because they were so in control.
When you think of Thanksgiving, what first comes to mind: 1) turkey, 2) stuffing, 3) macaroni and cheese, 4) greens, 5) sweet potatoes, 6) rolls, 7) green beans, 8) sweet potato pie … nothing else comes to mind.
Other than a teacher what would you have been: Guidance counselor. I would really stress the fact of how important it is to finish high school and go to college because it is very hard out here in this cold world and without an education it is almost impossible to keep from freezing.

THOMAS L. HUGHES

Name: Linda Thurston
Teaching assignment: Social studies - AP Modern European History
Previous Teaching experience: Cleveland Heights High School, Freehold Twp. High school (NJ)
What animal would you be: An elephant – the females lead!
Craziest thing you did in high school: My calculus class hired a belly dancer to come to school to celebrate our teacher's retirement.
Fairy tale character you would be: No one – the women are always too prissy and being rescued by men.
When you think of Thanksgiving, what first comes to mind: Turkey – what else?

LINDA THURSTON
Shakerite Photos by Sarah Ronis

Name: Jody Trostler
Teaching assignment: Art
Previous teaching experience: Maple Heights High School
Best Shaker kid quote: "Can I get a pass to McDonalds?"
How do you eat your Reeses Peanutbutter Cups? I bite the chocolate off the edge first, then eat the chocolate off the top, then I eat the rest in no less than four bites.
Best piece of advice: "If you can't say yes, say no."
What animal would you be : A giraffe – I could see over all of my students to make sure they are staying out of trouble.
Craziest thing you did in high school: I can't admit to that in writing!
Most interesting thing you have eaten: Chuckie's pretzel Jell-O
Other than a teacher what would you have been: A permanent college student, in a warm climate, so that I could experience all of the classes that I never had a chance to take when I was in school.

JODY TROSTLER

-Information compiled by Megan Johnston

Congratulations to all the fall teams on an excellent season!

Football: 10-1
Volleyball: 12-10
Men's soccer: 13-2-2
Women's soccer: 7-7-2

Tennis: 16-6
Field Hockey: 5-6-3
Golf: 12-14
Cross Country: Placed well in every invitational

Winter teams kick off new season

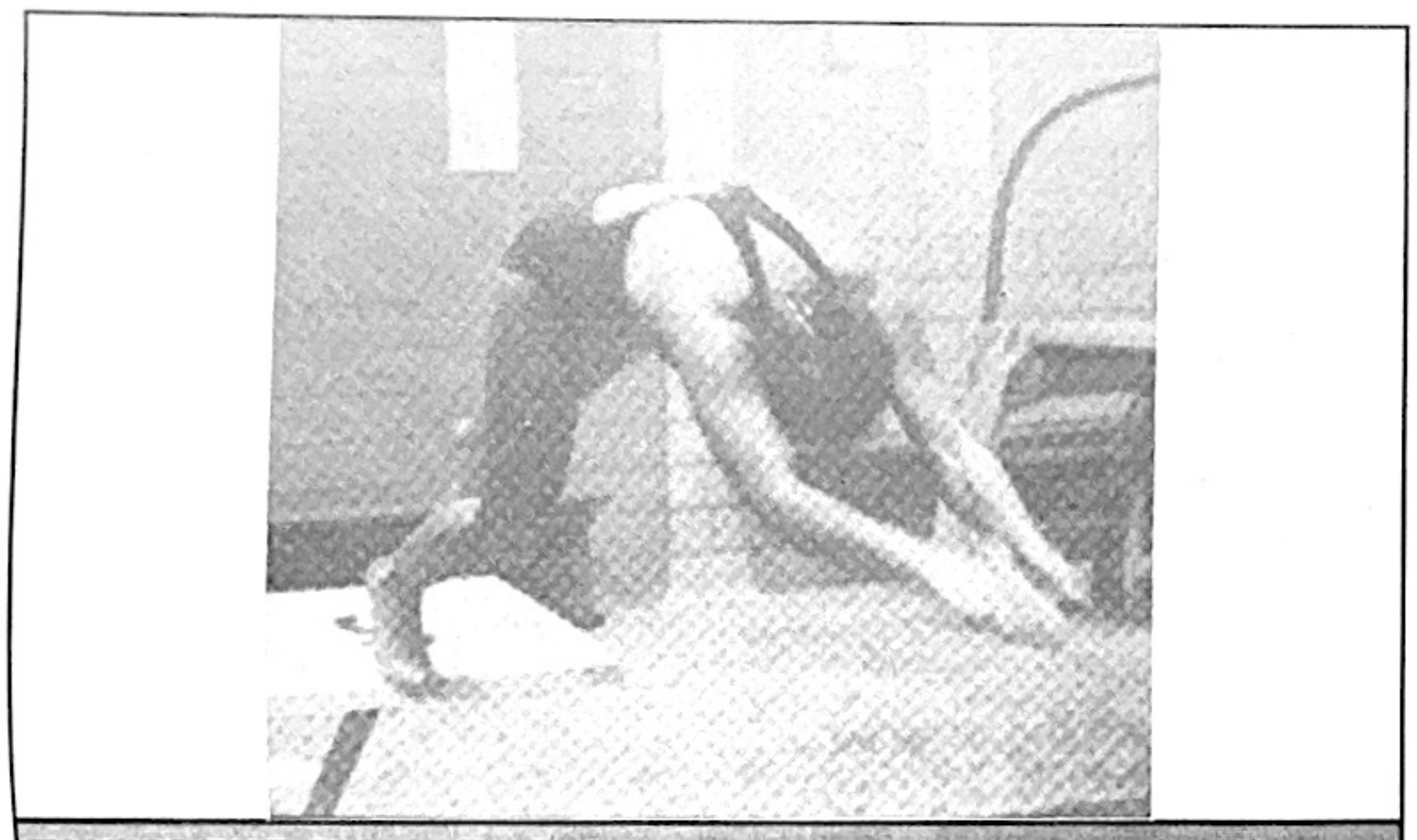
As campaign begins, Raider athletes prepare for an amazing year

SWIMMING

Head Coach: Ernest Welsch
Team Captain: Undecided
Last year's record: 9-0

Outlook: The Shaker swim team has a lot to live up to this year.

Last season the Shaker women's team won their twelfth straight Lake Erie League Championship, and they have a running dual meet record of 65 wins and no losses. The women were sectional *champions and placed fourth in the district tournament.*


TAKING THE PLUNGE. Freshman Joanna Weinlad dives into the pool during an afternoon practice. Weinland is a member of the Shaker Sharks, the swim team.
Shakerite photo by Sarah Ronis

The men's team also has big shoes to fill. They won their eighth consecutive LEL title and also continued its dual meet winning streak that ties the women's record of 65 and 0.

In 1997-98, the men were sectional and district champs and placed third in the state.

"We have a good chance to win districts for the fourth consecutive year, but it's going to be tough because we lost a lot of good swimmers," junior Malcolm Trier said.

SWIMMERS WILL FACE RIVALS HAWKEN AND ST. IGNATIUS AT THE CSU INVITATIONAL DEC. 19.

Junior Tommie Jimmison and seniors Jeff Klug, Paul Bosley, Seth Chokel will lead the men, too.

Klug holds the team record for the 100 yard back stroke with a 51.72 second mark, which is only 3.05 seconds away from breaking the state record of 48.67 seconds.

Leading the women this season will be junior relay swimmer Melanie Pulley.

"Everyone will have to work hard and contribute for us to have a successful season," Trier said.

-Rich Rund

ICE HOCKEY

Coach: Mike Bartley
Captains: Scott Graham, Tom Mulligan, Joe Simon and Abe Kinkopf
Last year's recorsd: 21-7-2

Outlook: After a disappointing loss to Bowling Green High School last winter in the state championship game, the Raiders are back on the ice, determined to avenge their loss.

Though their dreams were crushed by that game, the team hopes to channel its frustration toward capturing a state title this year.

"I think this year we have an excellent chance of getting back to the states, and hopefully, what happened last year will motivate us to do better this year," said Scott Graham, senior co-captain.

ICE HOCKEY WILL FACE RIVAL UNIVERSITY SCHOOL AT HOME DEC. 9 AT 7P.M.

Graham, who is one of the top goalies in the state, averaged 30 saves per game last season.

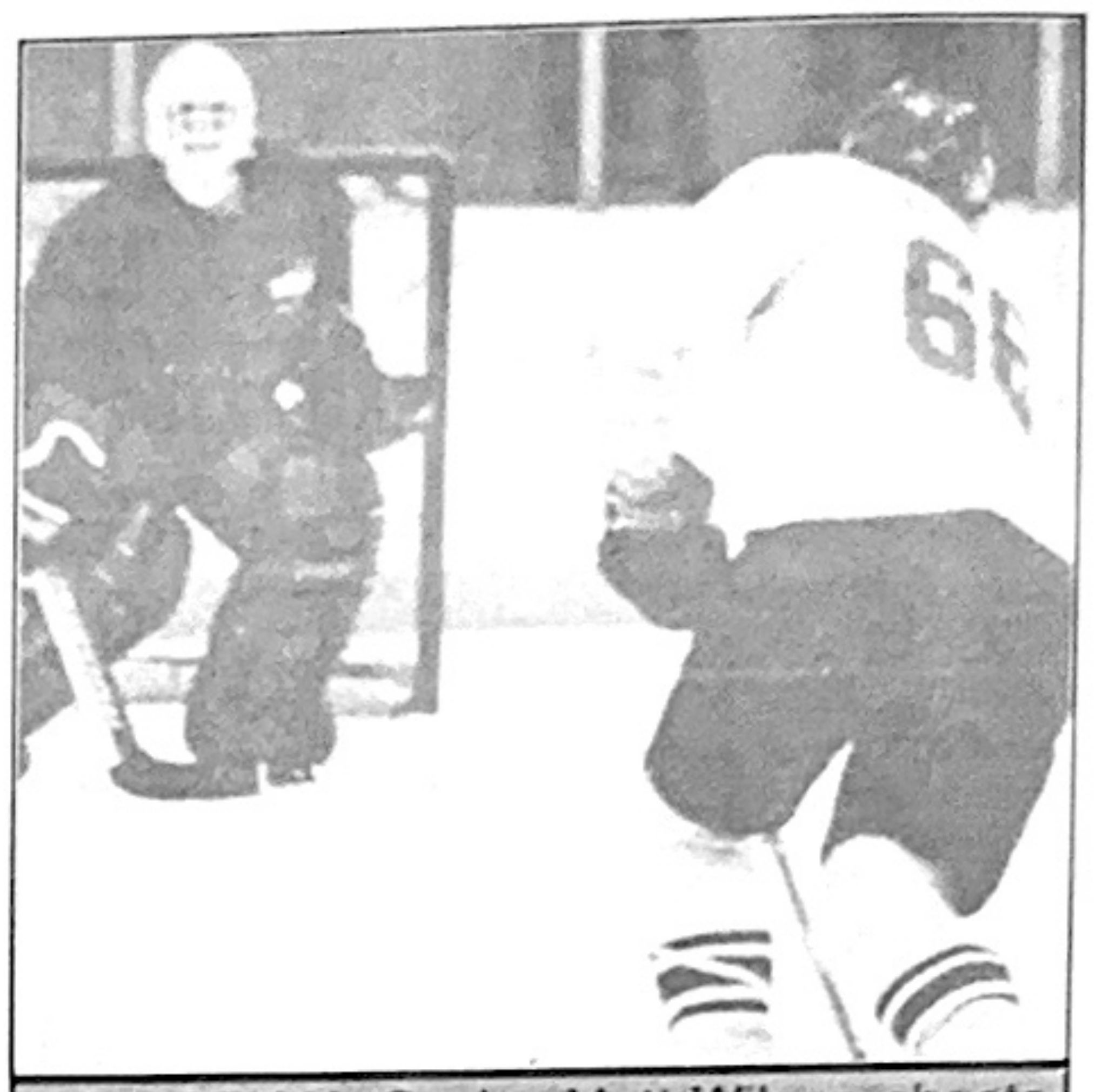
In hopes of capturing the state title, the team hits the ice at Thornton Park and practices every afternoon for an hour, and on Mondays for an hour and a half.

The season opens with the Thanksgiving tournament hosted by St. Ignatius. This event is held at the Brooklyn Ice Rink. Last year, the Raiders captured the title.

"It's going to be a tough tournament because there are a lot of teams playing that we usually don't face, but we're pumped up to play because these teams are really good, and we want to show that we're ready to take the title this year," said Abe Kinkopf, senior co-captain.

Shaker will tackle other tournaments en route to the playoffs, including the Thornton Park and Cleveland Heights tournaments, each held over winter break.

-Nikkie Majorczyk


ICE ACTION. Senior Matt Wilson shoots the puck during an afternoon practice.
Shakerite photo by Adam Moore

WOMEN'S BASKETBALL

Coach: Susan Brown
Captain: undecided
Last year's record: 12-9

Outlook: As last year's LEL Erie Division Champs, the women's basketball team is preparing to take on a challenging year.

"This year we have a tougher schedule because we have switched into a harder league," said junior Christyn Paige.

"We will enter this season trying hard to make our presence known [in the new league].

The league that Shaker has joined is the Lake Division, which consists of teams that come from larger schools.

The team has four returning players and three senior starters. Though the season's captains have yet to be chosen, Paige isn't concerned.

"There are a few specific key players, but everybody's role is important," said Paige, who averaged 12 points per game last year.

WOMEN'S BASKETBALL WILL FACE RIVAL MENTOR DEC. 9 AT HOME AT 6 P.M.

Sophomore Tracy Jacobs will also be an asset to the team. Last year, as a freshman, Jacobs was a principal scorer and the division MVP.

"Since we have a young team, we will have a challenging year and a promising future," said Brown, who is entering her second year at the helm of the Raider program. Brown also shares athletic director duties this year.

The Lake Division includes such teams as Mentor, Cleveland Heights, Lakewood and Garfield Heights. The team will also play Laurel, Orange, and Beaumont. At the end of October the team will be competing in a two-day winter tournament.

-Jessica Smith

MEN'S BASKETBALL

Coach: Bob Wonson
Captain: Undecided
Last year's record: 22-1

Outlook: The Raider men's basketball team faces the challenge of topping last year's undefeated regular season performance without their all-league point guard John Higgins.

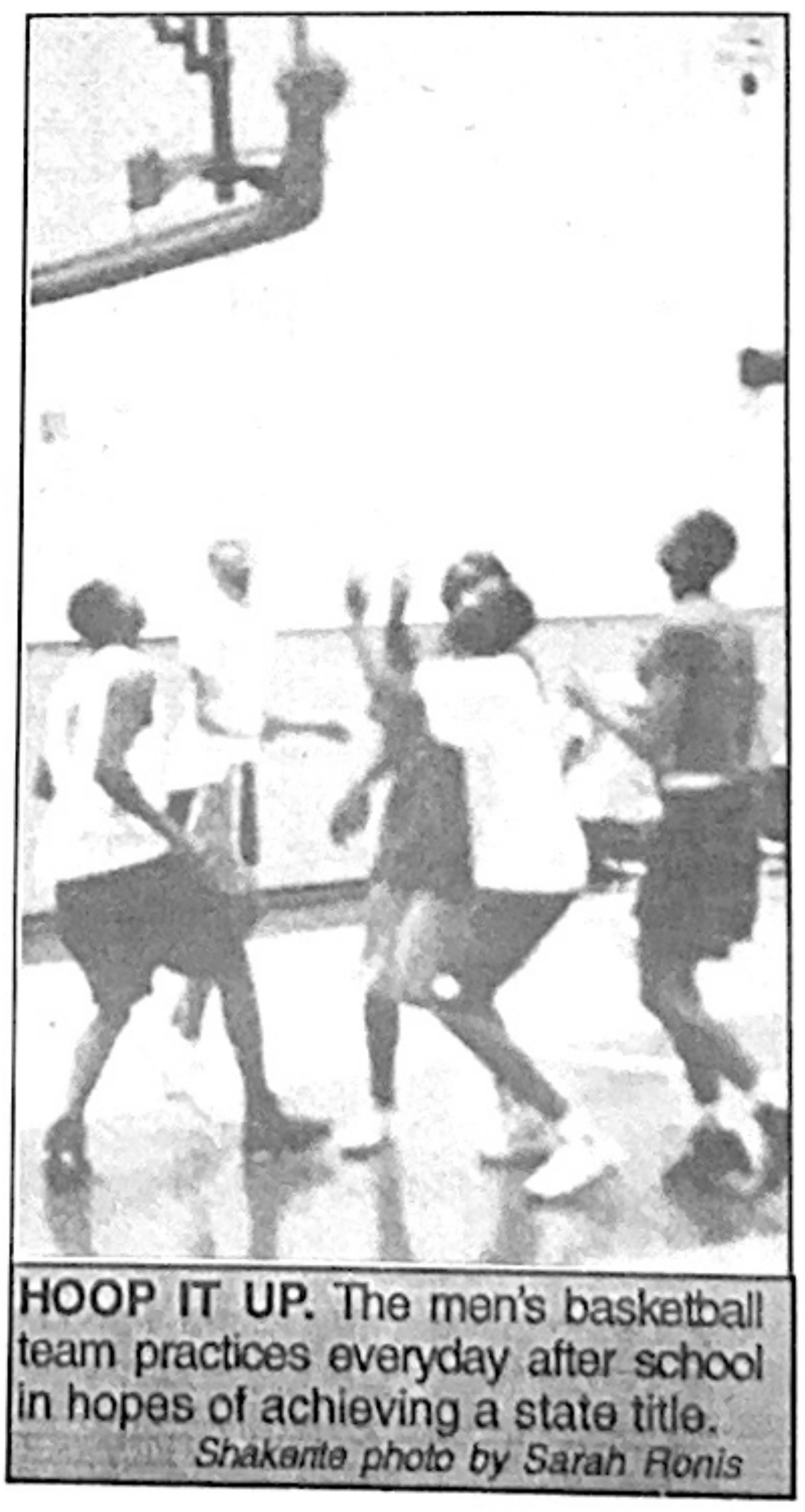
Higgins' torn ACL will keep him out of at least the regular season, and given the Raider's schedule, that loss could be significant.

Shaker (14-0 LEL) won the Erie Division title last year, but this year's schedule may be the Raider's biggest hurdle.

"We have the potential to be very, very good this year," Head Coach Bob Wonson said. "It all depends on how well we play together and function as a team. The talent is definitely there."

MEN'S BASKETBALL WILL FACE RIVAL CLEVELAND HEIGHTS DEC. 12 AT 6P.M. LOCATION TBA.

According to Wonson, the schedule is the toughest in school history. The Raiders will face defending division I state champs St. Edward, last year's state runner-up, St. Ignatius, defending division II state champs Benedictine twice and the 1997 state champs, arch rival Cleveland Heights, twice. These games will be held at away or neutral sites.


HOOP IT UP. The men's basketball team practices everyday after school in hopes of achieving a state title.
Shakerite photo by Sarah Ronis

A major concern is Higgins' ACL. He was one of the team's leading scorers last year, averaging 15 points per game. It typically takes about nine months to return from an ACL injury, yet Higgins remains optimistic about the team.

"We look real good," said Higgins, who hopes to return for tournament play.

Three transfer players have joined the squad, and Higgins said they should contribute a lot.

An early test for the team will be the Slam Dunk to the Beach tournament in Delaware, Dec. 26-30. The tournament is the most prestigious in the nation and draws the country's top teams.

Last year's Raiders lost to Akron Buchtel in the state tournament in the regional semifinals. They were one of the final 16 teams in the state. Six players have since graduated, leaving only two of five starters.

-Steve Strang

WRESTLING

Coach: Hank Kornblunt
Captain: James Blanton
Last year's record: 5-5

Outlook: The wrestling team, coming off a mediocre season last year, has high expectations for the year and the team to do it. Last year was a disappointing season for them, as they did not place in the Lake Erie League. However, this year they hope to take the LEL title, said senior Mike Thomas.

"We have a good chance of winning the LEL this year because we have some strong leadership. When he's not coaching wrestling, coach Hank Kornblunt is a butcher in his spare time.

The team's last big finish was in 1995 when they took the LEL and finished fourth in the state. This year they hope to go back.

WRESTLING WILL FACE RIVAL CLEVELAND HEIGHTS JAN. 15 AT HOME AT 7P.M.

"We really want to take the whole team to states this year," Thomas said. "We can only do it if everybody gives all they got."

The team has been training consistently since the summer by lifting most days after school in the weight room.

The Raider matmen are looking forward to their big rivalry match with Heights early this season.

-Alex Kolb

NBA'S GRAVE NEARS SIX FEET AS STRIKE PERSISTS

When stretch limos, Armani suits and cellular phones all converge on a single place, one thing is clear.

NBA players must be having a meeting.

The National Basketball Association, better titled the National Bankers Association, has failed to reach an agreement with its owners, despite nearly four months of continuous meetings.

DANNY GEORGE

Sports Co-Editor

The greedy NBA players are fighting not for respect, freedom or world hunger, rather, for more digits on their paychecks.

What would more money mean to these grossly overpaid multi-millionaires? Maybe another pool at the mansion, or maybe a gold-plated, diamond studded jumbo-jet to take to away games.

Realistically, if someone like Shaquille O'Neil got any more money, he could buy five Canadian provinces and three Hawaiian islands.

The NBA players have failed to realize that all they do is play basketball. They don't save lives, cure cancer or help the poor. They play a game. For a reason that's more baffling than Dennis Rodman's hair, they have placed themselves on a pedestal, thinking they are a superior form of life.

Perhaps the guy who sums up the ludicrous state of the NBA is the legendary Michael Jordan.

Even the Sultan of Air hasn't been able to soar over the greed virus that is plaguing the NBA.

Arguably the greatest basketball player of all-time, Jordan has been in limbo the past year, *deciding* if he wants to play for new Bulls head coach Tim Floyd.

His Royal Airness, who is the country's most popular role-model, shoe-distributor and underwear promoter is setting a horrible example for his fans, who are mostly young kids.

"I'm so good, I'm better than my coach," Jordan's actions cry, "I'll do what's good for me, forget my team."

Jordan conveys entirely the wrong message, one which could prove to be harmful to the millions of young athletes in the world who save up their allowances to buy Jordan's Bulls jersey.

An equally painful aspect of the NBA strike rests here in Cleveland.

With a young and exciting team that went a surprising 47-35 last season, the Cavs seemed to be on track toward a dynasty team.

Shifty guards Brevin Knight and Derrick Anderson, dominating superstar Shawn Kemp and quality big-man Zydrunas Illgauskas all made the NBA season more alluring to Cavs fans.

However, nearly 150 days ago, the Cleveland basketball world was rendered helpless, as the Cavaliers season was put on hold.

It's not like Cleveland isn't used to strikes ruining promising seasons, though. The baseball strike released its foul scent throughout the town in 1994, when it drowned out the Indians' first winning season since 1954.

Professional baseball suffered a large blow after their strike, and the NBA will suffer an even worse fate.

Is there any chance that the NBA players will ever stop wading around in their cesspool of greed and resolve the strike?

Let's just say there's a better chance that Shaquille O'Neil will sweep the Oscars next year.

Football team falls to 'Cats

Still, Shaker's 45-20 loss to St. Ignatius can't taint their record season

BY RICH RUND

Staff Reporter

On Saturday Nov. 14, the Shaker Raiders, or "Diamond Dogs," played and lost their toughest game of the season against St. Ignatius in the first round of the division I playoffs at packed Byers Field in Parma, 45-20.

"Our ambitions were greater than making it to the playoffs, but post season is a new season and we just didn't perform," said senior Tom Fallon, an offensive tackle and defensive end.

"We feel that we've let down mostly the coaches and community."

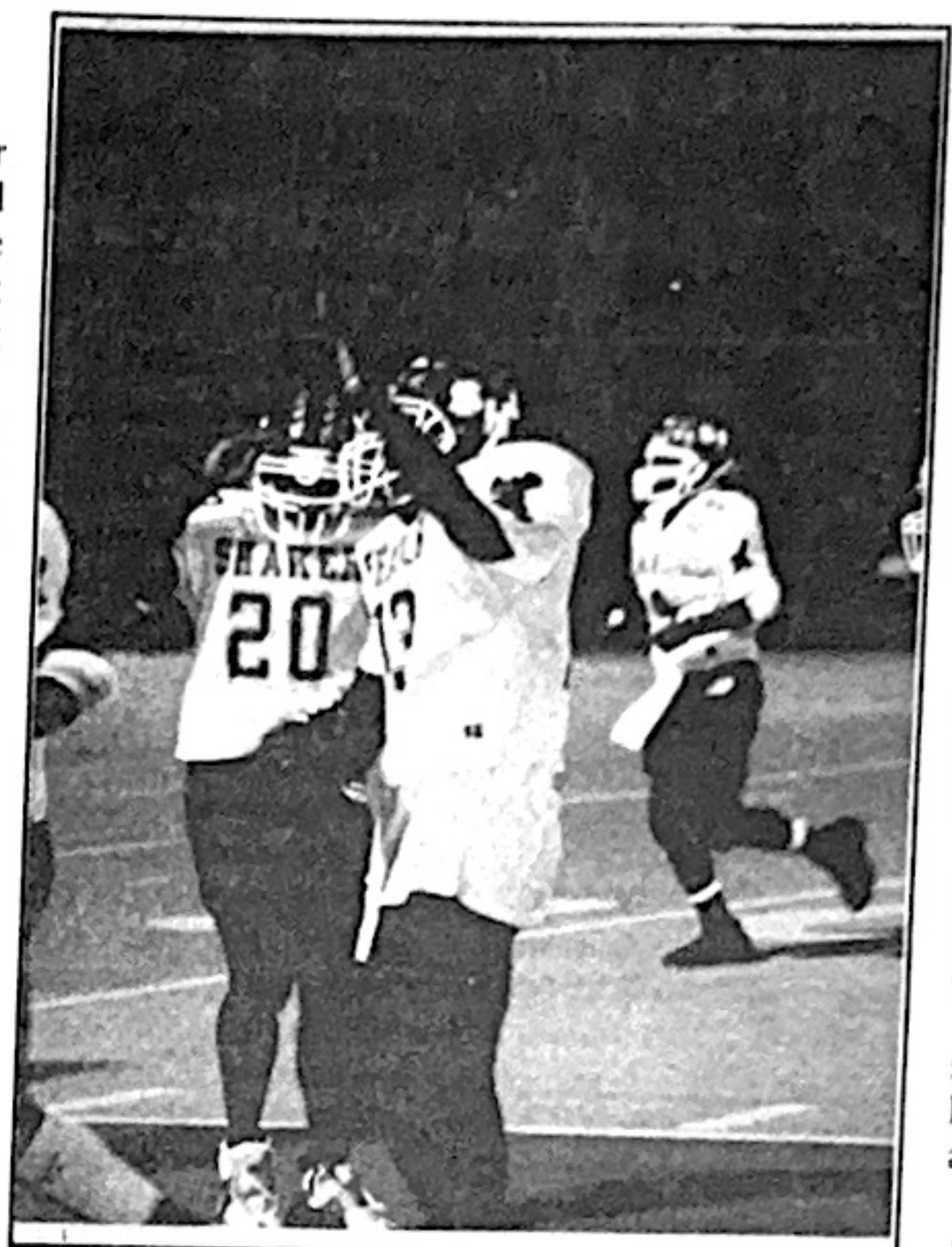
Ignatius came out scoring first with a series of runs and passes to make the score 14-0. The Raiders fought back and scored a touchdown at the end of the first quarter, but this surge could not break the Wildcats.

At the end of the half the score was 24-7. Shaker scored once in the third and once in the fourth, but it wasn't enough to outscore the high school powerhouse St. Ignatius.

"I give our guys all the credit in the world," said head coach David Sedmak. "They went out there and played hard."

Ignatius, who has quickly become an annual Raider playoff rival, defeated the Shaker in the first round of the 1994 playoffs and the second round of last years' playoffs.

"Ignatius is a good team with a lot of size and depth. They may not have an Adrien Clarke or a Derrick Tatum but they have about 25 Fallons, who is a big, fast guy," said Sedmak.



A WILD CAT! Senior Donnel Boyer (13) celebrates his first quarter touchdown with Greg Pruitt (20) in the Raiders 45-20 loss to powerhouse St. Ignatius.

Shakerite photo by Tory Ribar

"Our guys went in convinced that they could win," Sedmak said. "It's frustrating when you go against a team like that."

Shaker had an historic season in football, as both the varsity and JV squads finished their regular seasons undefeated. It was the first year ever both units have shared the distinction.

Shaker captured the league title and were the first to win the restructured LEL Erie Division champtionship.

"We had a tremendous season and we set all kinds of school records," Sedmak said.

Some stand-out individuals had excellent seasons.

During the regular season, senior Derrick Tatum, starting running back and strong safety, led the team in rushing with 187 carries for 1,497 yards and 21 touchdowns.

Senior and two-year starting quarterback Tim Reese tallied 1,003 passing yards while flinging 12 touchdown passes.

Leading the team in receiving was sophomore Jamison Evans, who hauled in 13 receptions for 311 yards and four touchdowns.

John Manly kicked five field goals, while Brian Barnes led the team defensively with a team high 81 tackles.

The Raiders are losing a lot of contributing seniors, but Sedmak considers the success of the younger players a positive omen for the next campaign.

"The JVs did very well this year, and with the tradition that we're establishing here we could have a very good football team," Sedmak said.

Shakers' gracious spirit is revealed

Students manifest message of Thanksgiving with gratitude for athletics

BY DANNY GEORGE

Sports Co-Editor

Don't go heaving the roasted turkey into the hands of your cousin, and forget about trying to shoot the potatoes into the gravy train.

There are other ways to show you're thankful about sports on Thanksgiving Day.

At Shaker, arguably the finest athletic public school in Ohio, the students have much to be thankful for.

"I'm thankful for the fact that Shaker has so many good sports teams to represent our city," said sophomore Cliff Parker. "Every sport – football, basketball, field hockey, baseball – I mean, the teams are always good."

Junior Raquel Robinson echoed Parker's ideas, focusing especially on Shaker's gridiron excellence.

"I'm very thankful that all the teams, especially the football team, is so good year in and year out," said Robinson, the team's manager.

" I'm thankful to be involved in the winning tradition [of] Raiders football," she said.

While some students look to Shaker as a reason to be thankful, others branch out to the world of pro sports.

"I'm thankful for the Indians," said senior Ken Love. "Even though they've lost twice in the World Series, they still have a lot of heart. They'll win a World Series before the century."

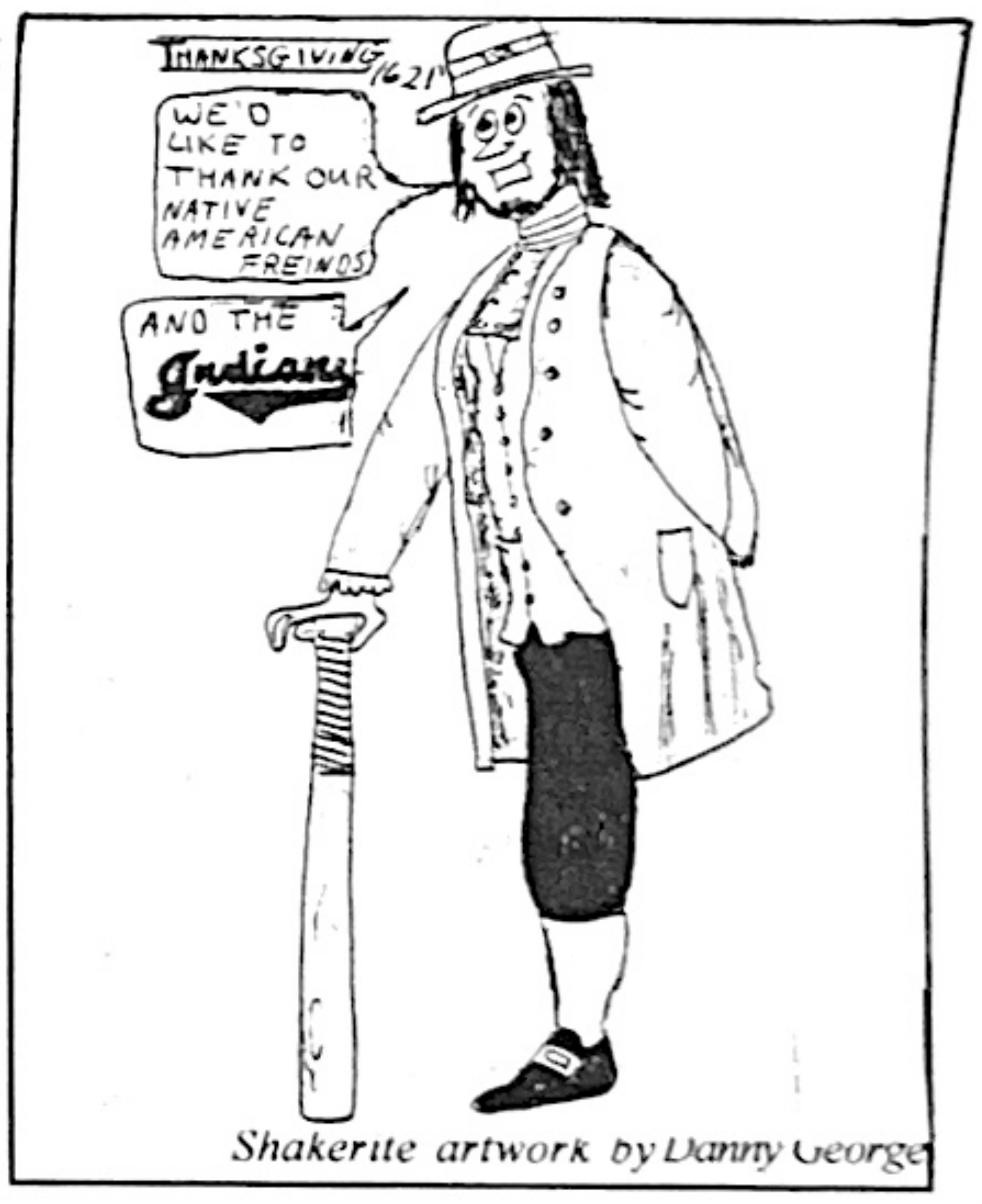
"I'm thankful for this year's Major League Baseball season," added junior baseball player Jeremy Moore. "I'll always be able to tell my kids about all the records that I saw broken."

Sophomore Brandon Proctor deferred his gratitude to pro football.

"I'm thankful for the Browns coming back in '99," Proctor said. "They should've never been gone in the first place, but now it's OK."

Senior Matt Brakey, also a loyal Browns fan, agreed with Proctor, "I'm thankful that the Browns are going to make their return in 1999. I've lost all interest in the NFL without them," he said.

For Shaker athlete Darius Peterson, sports has meant more than just a source of fun.



THANKSGIVING 1621
WE'D LIKE TO THANK OUR NATIVE AMERICAN FREINDS
AND THE Indians

Shakerite artwork by Danny George

"I'm thankful for sports. They're a motivation for me to do good in school. Without them, I wouldn't have done as well," Peterson said.

"I'm thankful for what a great fall season it was for all of our athletic teams. They really set the tone for a great year in sports for Shaker," summed up thankful principal, Dr. A. Jack Rumbaugh.

Women's tennis swats competition in stellar season

Swary and Lyons dominate locally before traveling to Columbus for state doubles tournament

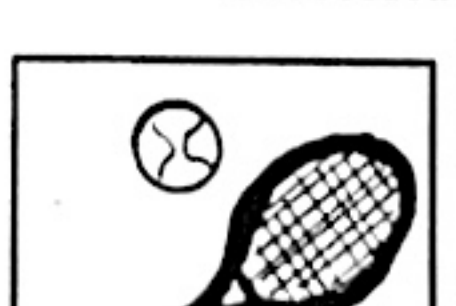
Math teacher Allan Slawson is known for pedaling bagels throughout the wings of Shaker Heights High School.

However, distributing chewy snacks is not all Slawson does.

This fall he led his women's tennis team to a 16-6 record and sent two players down to the state tournament in Columbus.

A rigorous off-season work ethic can claim some credit for the outstanding season.

Ranked as high as seventh in the state this fall, Slawson had a ball coaching his tennis unit.



"It was a very good team, and a very successful season," said Slawson. "We won the Lake Erie League for the third time in a row, and we never lost to an LEL team."

Highlighting the Raider's season were the accomplishments of senior Kim Lyons and sophomore Liz Swary.

Swary and Lyons teamed up to form one of the premier doubles teams in the area.

The two dominated the district during the regular season, using athleticism and quickness to mop up opponents.

The Cleveland *Plain Dealer* featured Lyons and Swary in a mid-season tennis article, and showered the two with compliments.

The two then traveled down to Columbus, where they played well before bowing out to a duo from Upper Arlington High School that was the tournament favorite.

The tennis team's accomplishments were nothing short of stellar.

–Danny George

Shaker figure skaters heat up ice

Before most students are awake, several Shaker athletes hit the rink to sharpen their performances

BY ALEX KOLB
Staff Reporter

At 5 in the morning, what are you doing?

Chances are, you're sleeping. Chances are, you stayed up late doing homework and are getting in some much needed slumber before going to school. Chances are, then, you're not Whitney Karfeld.

Every morning at 5 a.m., junior Whitney Karfeld, along with a handful of other die-hard skaters, is rising early to go do the thing she loves most — figure skating. Sophomore Krissie Carlini, senior Hilary Gibbons and freshman Meagen Bozarth also hit the ice

CHEESE! Junior Whitney Karfeld strikes a pose before one of her competitions. Karfeld has been skating for nine years.

Shakerite photo courtesy of Whitney Karfeld

By 6 a.m. Karfeld is on the ice for a rigorous workout that can last up to an hour and a half. Then, like the rest of us, she goes to school. This she does along with homework, lacrosse and field hockey.

What's more is that she's been doing it for nine years. Karfeld has also studied ballet for eight years.

"It's part of my life," Karfeld said.

Some work even more. Junior Judy Carlson has been skating for 12 years at least four times a week, while Carlini goes five mornings each week. Karfeld followed in the footsteps of her sister Lindsay, a 1997 Shaker graduate who is also a figure skater.

According to Karfeld, it was her sister who inspired her to skate.

> "I feel good if I can inspire younger kids to skate, whether it be at an ice show or at practice."
>
> -Whitney Karfeld, junior

Lindsay is still skating at a rink in Princeton, N.J., where she goes to school.

A normal session on the ice consists of stretching, a warm-up and then a strenuous workout that can focus on individual techniques such as jumps or a complete program. Some skaters even lift weights, mainly to strengthen their legs.

"I never lifted because I was always playing some other sport. Also, when I started, I was too young to lift," Karfeld said.

In addition to being strenuous, figure skating is very expensive. A serious skater will pay up to $5000 a year for coaching, and then another $400 to the rink for time on the ice. This is for as many as six days every week.

"My coach charges $11 every 15 minutes," said Carlson..

Skaters like Karfeld train and compete at a wide range of ability levels ranging from pre-preliminary to senior. Whitney is a senior, while other Shaker students such as Carlson and sophomore Abigail Penzner compete at intermediate, four levels below senior.

"The hardest part is testing," said Karfeld. "In order to move up you have to perform your program in front of three judges."

Karfeld works on various techniques with her coach Barbara Vero, and eventually they choreograph a program that can be performed in a competition. With so many moves to choose from, programs are rarely alike. Skaters combine a required number of jumps, spins, and technical moves and many skaters have their favorites.

Gibbons' favorite jump is the double axle, which involves two complete rotations in midair and a smooth landing.

Carlson's favorite spin is a layback, where a skater must make her torso face completely upward horizontally while spinning on one leg.

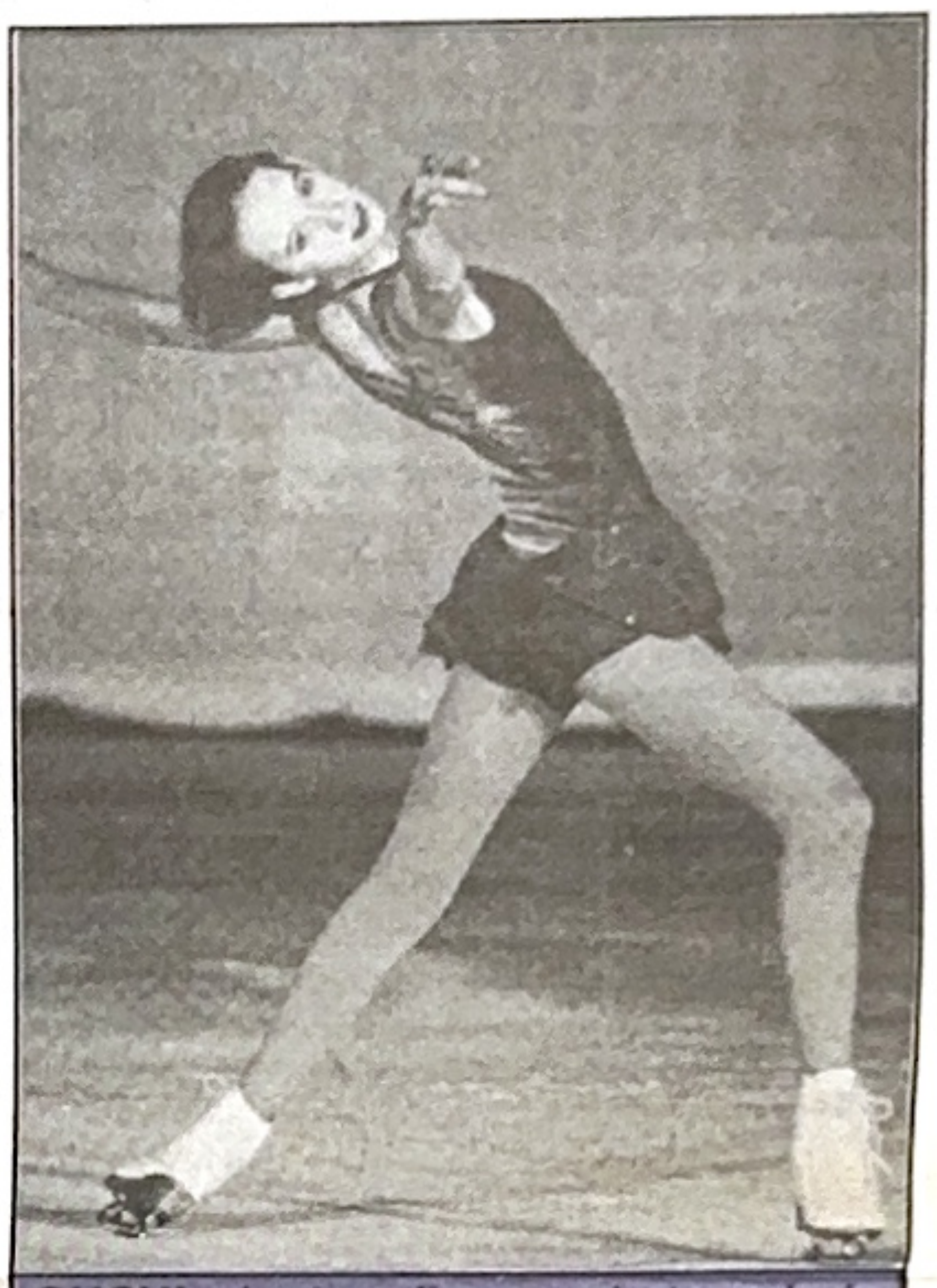
Once a skater has mastered her routine, she can go on to compete. Competitions start out at the local level, and then move on to state competitions and regional competitions.

Karfeld has competed in regional competition before, placing third in the initial competition and seventh overall. The top three move on to sectionals, then to nationals, and finally to world competition at the Olympics.

Gibbons recently returned from regionals, her first competition after five months off from a stress fracture in her left leg.

"It went really well. I was injured and it was my first competition back, but I did pretty good," said Gibbons, who placed eleventh out of 40 girls.

Skaters have some of their fondest memories from competitions.



OUCH! Junior figure skater Judy Carlson extends herself in the 1998 Shaker Spring Ice Spectacular

Shakerite photo courtesy of Judy Carlson

"My most memorable moment was when I swept Tri-States with senior Erin Wolf and Beachwood junior Allie Goldstein," Carlson said.

"I remember the time I went to the midwest championships and was an alternate to the national competition, in 1996" Gibbons said.

Unfortunately, injuries are not uncommon in figure skating. The intense workouts and potential falls can result in maladies ranging from a pinched nerve or a concussion to broken bones or worse.

Skating can also be mentally painful.

Recently, Karfeld has decided not to compete anymore. "I got tired," she said. "There are so many other things that demand my time that it is becoming too hard to take off time to compete."

Despite all of her skating, Karfeld manages to maintain a grade point average of more than 4.0 and excel in her five Advanced Placement classes.

In addition, she has solid goals.

"I feel good if I can inspire younger kids to skate, whether it be at an ice show or at practice," she said.

RAIDERS OF THE MONTH

Brian Barnes

Sport: Football
Year: '99

Achievement: Barnes led the 10-1 Raiders with 81 tackles this season. stopping 18 Elyria Pioneers in a 44-0 thrashing and tallying 14 tackles against rival Cleveland Heights.

Coach's Comment: "Brian is the ultimate player. He's got a great heart and has as much character as you'll ever see. He played as well as anyone ever has for us." – *Dave Sedmak*

Favorite Sports Memory: "Our 10-0 season is my greatest memory ever."

Future Plans: Barnes hopes to play football and track in college at either Miami University (of Ohio) or Florida A&M. Barnes will attempt to break the school record in the 400m dash this spring with the track team.

Shakerite photos by Aaron Viny

Shakerite photos by Suzanne Schwarz

Kim Lyons

Sport: Tennis
Year: '99

Achievement: Lyons, in her fourth year of varsity competition, ended her career in Columbus at the state doubles tournament. Lyons, who also competes in softball, teamed up with sophomore Liz Swary to form one of the top doubles teams in the state.

Coach's Comment: "Kim's a great athlete. She's one of the best doubles players I've ever coached." – *Allan Slawson*

Impressive numbers: In her four years of varsity tennis, Lyons tallied nearly 100 wins.

Future Plans: Slawson believes that Lyons has the talent to play tennis in college. She is undecided on where she wants to go.

– Compiled by Danny George and Adam Lazarus